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ABSTRACT

This annual descriptive report supplements the detailed official statistical and financial reports submitted to fulfill the requirement of a report for the fiscal year 1970-71, and to bring about increased understanding of the vocational program in the state. Information is presented about 36 specific areas under the four sections of: (1) program development, (2) regular programs, (3) special programs, and (4) vocational youth organizations. Another section discusses programs for the disadvantaged, while a sixth presents eight major program concerns that officials feel need attention. (GEB)

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Vocational Education in California 1970-71

CALIFORNIA STATE DEPARTMENT OF EDUCATION Wilson Riles – Superintendent of Public Instruction Sacramento, 1972

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Vocational Education in California 1970-71

Annual Descriptive Report

A Descriptive Report of Vocational Education Programs, Services, and Activities Under the Vocational Education Amendments of 1968, Public Law 90-576

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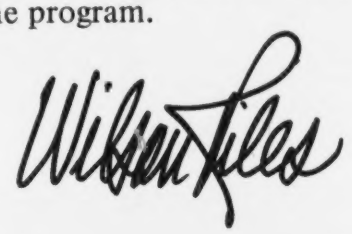
FOREWORD

Vocational education in California has been served well by a long-existing plan of cooperation between the state and the federal government. Financial support from Washington has been a significant part of this effort; it has provided incentives to the state of California and to school districts within the state to strengthen and expand vocational education programs for both youths and adults. The most recent and notable example of federal assistance was the enactment of Public Law 90-576, the Vocational Education Amendments of 1968.

As part of the cooperative plan between the states and the federal government, the U.S. Office of Education requires that a written report be submitted to Washington annually by each state. The report is to contain a description of the state's progress in vocational education. This publication is submitted to fulfill the requirement of a report for the fiscal year 1970-71.

The annual descriptive report supplements the detailed official statistical and financial reports also required by the federal government. Moreover, it acts as an evaluation tool to determine whether programs achieved what was intended. It is my hope that, in addition to fulfilling the federal requirement, this publication will be a useful source of information (1) for agencies and individuals interested in the vocational education program in California; and (2) for those who have responsibility for the success of the program.



Superintendent of Public Instruction

PREFACE

The ultimate purpose of vocational education is easy to understand. Its purpose is to prepare a person for an occupation and to supplement his training later so that he can advance in his occupation. Anyone who has benefited from vocational education has little difficulty in realizing what his training means to him in terms of having a better chance (1) to get and keep a job; and (2) to earn more during his lifetime than he could before he was trained. Still, most persons in California remain ignorant of what vocational education is. This publication has as its purpose, in addition to fulfilling a federal requirement, to bring about increased understanding of the vocational education program in the state.

Parts of the report are likely to stimulate thinking and thereby evoke questions. This publication should not, therefore, be considered as one's only source of information. Inquiries should be directed to the appropriate source, such as schools and school districts; the offices of county superintendents of schools; the Office of the Chancellor, California Community Colleges; and the State Department of Education.

It is impossible in a publication of this size to delineate more than the major outcomes and achievements of vocational education in California during fiscal year 1970-71. We should always keep in mind that behind the statistics and summaries contained in this report lie the stories of youths and adults who have found satisfaction and purpose through participation in vocational education programs.

THOMAS A. SHELLHAMMER
Deputy Superintendent
for Programs

WESLEY P. SMITH
State Director
of Vocational Education

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SECTION 1

Program Development

Substantial evidence supports the claim that vocational education in California produced accomplishments of landmark proportions during fiscal year 1970-71. Many of these accomplishments are treated elsewhere in this report. This section of the report provides a brief account of programwide trends and programs.

Although the existing reporting system has not provided specific enrollment and expenditure figures in time for inclusion in this report, preliminary information indicates (1) that enrollments in vocational education increased at a rate in excess of the increase in total school enrollments; and (2) that financial support of vocational education activities increased at a higher rate than did support of public education activities as a whole. Improvement in vocational education programs in California during 1970-71 and the extension of these programs are discussed in the remainder of this section.

Regional Occupational Centers and Programs

Building on previous efforts to provide opportunities for vocational education for all youths and adults through joint arrangements between high school districts, the State Board of Education approved six regional occupational programs involving 27 high school districts located in five counties. These additional arrangements for shared facilities and shared programs produced 30 such cooperative plans operating in 27 counties and involving 142 high school districts. During 1970-71 eight other combinations of high school districts were in the process of forming regional occupational programs with the intention of beginning operations in the 1971-72 school year.

The feasibility of such joint efforts, as measured by economy of operation and extended vocational education opportunities, has been well demonstrated. As a viable and efficient augmentation of vocational education programs operated by individual school units, this satellite arrangement promised to bring further reality to the hope of universal opportunity for youths and adults to prepare for employment through systematic, relevant instruction.

Area Planning

Purposeful, productive planning for vocational education was complicated by many external influences. In addition, such planning has become complex because of an increasing proliferation of

efforts by educational institutions, both public and private, to establish occupational preparation programs. Although efforts for joint planning have long been operational among individual school districts, a new and more formal approach to multidistrict planning in vocational education occurred during 1970-71.

In 1969 legislative action produced statutes intended to divide California geographically into a maximum of 15 planning areas, each with a representative area planning committee authorized (1) to assess the proper mix of vocational education offerings at the secondary, community college, and adult levels in the public school system; and (2) to develop a master plan for each defined area.

These statutes were implemented in 1970-71 by the creation of five operational area committees and the assumption by the State Board of Education and the Board of Governors of the California Community Colleges of responsibility to assign vocational education funds for the staff and other necessary support of the area committees. The State Director of Vocational Education, with State Board staff assistance, was to coordinate this new approach to area planning. The intended result was the eventual development of a statewide master plan based on the aggregate of the area master plans.

Young women too can become competent farriers.

Secondary-Postsecondary Articulation

Effective articulation of vocational education programs between secondary and postsecondary institutions was complicated by the nature of school district organization in California. Separate administrative boards have been made responsible for high school and community college districts; the result has been the separation of staff, facilities, and policies. This separateness has been intensified by the existence of two state-level administrative boards and staffs assigned responsibility for the different levels.

Although articulation between secondary and postsecondary institutions has been a characteristic in vocational education for more than half a century, efforts were made in 1970-71 to develop strategy to improve articulation efforts. A prominent aspect of this special emphasis was a statewide joint project between the California Junior College Association and the California Association of Secondary School Administrators. This project, funded under provisions of Public Law 90-576, sought to identify or develop models throughout the state, or both. The associations involved were professional organizations composed of top-level district administrators – not practitioners of vocational education.

Leadership Development

The growing problem of securing and retaining the management and leadership essential to the progress of vocational education has been mentioned in several previous annual reports. The failure of institutions of higher education in California to provide management and leadership has compelled the State Board staff to become directly involved in professional development activities designed to meet this need.

In 1970-71 these staff efforts were supported by $675,000 provided by the Education Professions Development Act (Public Law 90-35, Part F). Solicited projects for professional development, including leadership development, together with the continuing use of Public Law 90-576 funds, gave promise of producing the leadership needed in vocational education programs in California.

Effects of Legislation

In the 1970 and 1971 legislative sessions, a variety of matters pertaining to improvement of the quality and the extension of vocational education in California were considered. For the most part the statutes enacted were modifications of

previously adopted legislation. Although no major changes were involved, existing statutes affecting regional occupational programs, area planning, work experience education, and Saturday vocational education classes received attention. As in prior years, several attempts were made to increase the proportion of direct state financial support for vocational education programs, but budgetary constraints prevented the passage of such legislation.

Availability of Vocational Education

The addition of several new community college campuses, the extensive expansion of regional occupational programs, the creation of several new adult skills centers, and the extension of offerings by school districts resulted in more than 120 new programs and the expansion of more than 600 established programs during 1970-71.

Although a complete directory of offerings in vocational education during 1970-71 was unavailable, California cooperated with the U.S. Office of Education in compiling a national directory that was to be made available during 1971-72. The directory was to include, for the first time, the offerings of private vocational education schools.

Never before were opportunities for occupational preparation more immediately and easily available to youth and adults throughout California. Even so, the variety of such opportunities was less than fully adequate.

Evaluation Efforts

Evaluation at all levels of operations continued to be accorded persistent and deliberate attention. As a condition for the use of vocational education funds, according to the provisions of Public Law 90-576, each cooperating district and each recipient of funds for special projects had to provide assurances of ongoing, clear-cut evaluations. At the operating level these special evaluative efforts were aided in 1970-71 by statutorily mandated local advisory committees, by the newly created vocational area planning committees, by official accreditation committees, and by continuous assessment on the part of State Board staff.

At the state level, evaluation was no less exacting. Normal state-level assessments were aided in 1970-71 by several special evaluation efforts, including the following:

- Review by the Governor's Task Force on Occupational Education
- Selected reviews by the California Advisory Council on Vocational Education and Technical Training
- Statewide assessment of all special projects funded with Part 102 (b), D, F, and G funds, performed under contract by a private firm
- In-depth, on-site assessments of selected districts by headquarters State Board staff members
- Four-month statewide assessment of the use of Part B funds, set aside for the disadvantaged, conducted by representatives of the federal General Accounting Office
- Program review conducted by representatives of Region IX, U.S. Office of Education

Administrative Support

California's administrative support of vocational education in 1970-71 was substantial and enthusiastic. The State Board of Education and the Board of Governors of the California Community Colleges maintained active standing committees and assigned responsibility to contribute supportive assistance to program development. The Joint Committee on Vocational Education, composed of members of the two boards, functioned regularly throughout the year in reviewing progress and recommending program policies.

Governor Ronald Reagan, both in person and through his staff, made significant and frequent supportive policy statements. The State Department of Finance became acutely aware of both the potential and the performance of vocational education as a component of the manpower delivery system.

The newly elected Superintendent of Public Instruction, Wilson Riles, assigned a high priority to vocational education. He recognized the importance of vocational education to the total educational program, and he also recognized the important role the State Department of Education must assume if the vocational education program is to be effective.

External Support

No segment of public school educational services has been more closely united – or should be – with the private sector of the economy than that segment committed and equipped to prepare youths and adults for gainful employment. In fact, effective performance was here measured by the degree of direct and continuous mutual involvement with the private business-industry sector.

In 1970-71 even more support than in the past was provided to the vocational education program by the private sector. The Education Committee of

the California State Chamber of Commerce devoted substantial attention to facilitating cross-over relationships between business and industry and vocational education. The Southern California Industry-Education Council and the Northern California Industry-Education Council, together with their satellite area councils, devoted increasing attention to the processes of communication and mutual assistance to augment business-industry involvement in vocational education.

Although several hundred conspicuous examples of viable interrelationships between vocational education and the private sector could be cited, only one illustration of external support is mentioned here. It involved the arrangement by a major private concern whereby, at no expense to the taxpayer, an executive aircraft was made available for nearly a week to transport state-level decision makers on a tour of exemplary vocational education practices throughout California. This venture, sponsored by the State Board staff and identified as "Airlift to Relevancy," constituted a highly visible example of constructive support from the private sector.

Management Information

Vocational education and the other components of the "manpower delivery system" suffered from the absence of reliable labor market data for long-term and short-term planning. Without such data the identification of program objectives and assessment of priority training needs involved far more conjecture and guesswork than should be tolerated in any sophisticated economy.

In 1970-71 the lack of dependable labor-market prognostications and analyses received much attention from governmental decision makers. As a result the hope grew that reliable labor market data might soon be provided. The Governor's Task Force on Occupational Education endorsed immediate action along several fronts, including the development of a Management Information System model to produce a replicable method to obtain labor-market needs analyses and population needs analyses on a continuing basis. By means of a strong resolution, the California Legislature added its support to such a strategy; and the California Advisory Council on Vocational Education and

"Airlift to Relevancy" makes another stop on its statewide tour.

Technical Training identified the same priority need.

Finally, at the end of 1970-71, an interdepartmental task force was created to try to find a solution to the problem. The task force was composed of representatives from the Department of Finance, the Department of Education, and the Department of Human Resources Development.

Public Acceptance

In 1970-71 vocational education was increasingly recognized and accepted by the public as a significant, integral component of public education. Evidence of this recognition and acceptance included (1) enrollment increases in vocational education programs surpassing rates of increase in the total school population; and (2) support of these programs by the news media, local boards of education, the Legislature and the Congress, businessmen, and parents. The public attitude toward vocational education has moved from passive or skeptical assent to appreciative support.

Career Education

Through the support of the U.S. Commissioner of Education and the California Superintendent of Public Instruction, the possibility of reshaping public education through the development and implementation of career education received widespread acceptance in 1970-1971 within and outside the profession. On the recommendation of the Superintendent of Public Instruction, the State Board of Education accepted career education as one of the major priority items for 1971-72. The concept was to be implemented by means of a Departmental Career Education Task Force, to be created at the beginning of 1971-72.

Career education was tentatively defined to be a comprehensive, systematic, and cohesive plan of learning organized so that youth at all grade levels in the public schools would have continuous opportunity to acquire useful information about (1) the categories of occupations; (2) the alternatives of career choice; (3) the obligations of individual involvement in the work force; (4) the intelligent determination of personal capabilities and aspirations; (5) the requisites of all occupations; and (6) the opportunity to prepare for gainful employment. Career education, the shared and unending responsibility of all professionals in education, involves input from and relationship to all subject-matter disciplines and all supportive educational services.

Target Populations

Much was accomplished in 1970-71 in identifying the segments of California's population that had the most urgent need for the services provided by vocational education programs. Although such target populations existed in considerable numbers and in many locations, identification was often hindered by external influences such as the lack of knowledge of job opportunities.

In 1970-71 a special priority in the allocation of discretionary funds was assigned to vocational education components in designated model cities. More than $500,000 was designated for the support of vocational education program development in those cities. Another target population was located in the state's mental hospitals. In 1970-71 a special grant was made on an exploratory basis to one of these hospitals for the development of comprehensive vocational education services for youths and young adults.

In accordance with statutory priorities in the use of Part F (consumer and homemaking education) funds, a minimum of 40 percent of the monies allocated to school districts was assigned to fund programs for disadvantaged, low-income citizens. All institutional programs funded under the provisions of the Manpower Development and Training Act were directed exclusively to serve the needs of such target populations. Other parts of the Vocational Education Amendments of 1968 were devoted to the support of special activities and services to such target populations as the disadvantaged, unemployed youths, and others.

Research Efforts

Nearly $500,000 of the funds allocated to California in 1970-71 under the provisions of Public Law 90-576 was used to support high-priority, selected research activities. The purpose of the research was to discover new information and new procedures to improve and extend vocational education opportunities. In addition to direct grants made by the State Board, grants were made by the U.S. Commissioner of Education. A number of districts also made use of funds provided by Public Law 90-576 and of their own funds to support research oriented to district-level needs.

A unique method of supporting research in vocational education occurred in 1970-71. Approval was given by the State Board for the allocation of $30,000 of Part B funds in the form

of "mini-grants" to individuals and institutions for limited research efforts in curriculum development, teaching methods, evaluation, prediction of student success, student motivation, behavioral objectives, and so forth. These small grants were limited to a maximum of $2,500.

On a continuing basis the Research Coordinating Unit, Vocational Education Section, State Department of Education, monitored all funded research projects, assisted in the identification of research needs, and provided technical services to applicants. This unit also continued to serve as part of the national pipeline for research dissemination.

Work Experience Education

The general desire that youth have opportunities for realistic work experience became an actuality for some 65,000 high school students and 8,000 community college students during 1970-71 through participation in a statewide system of work experience education programs. With few exceptions, secondary schools in California provided opportunities for high school youth to couple their on-campus education with part-time on-the-job learning experiences.

Many such programs were expanded, and a number of new programs were begun during the year. Conducted under the provisions of California statutes and the *California State Plan for Vocational Education,*[1] such programs have become viable and visible bridges between the schools and work. Support for the private sector was generous and widespread. The work experience education program continued to exhibit the most rapid growth in vocational education in California.

Manpower Development and Training

A significant component of California's manpower delivery system was the program known as Manpower Development and Training (MDT). For the past nine years, Vocational Education/MDT has been administering training programs responsive to the needs of unemployed and underemployed persons referred for instruction by the State Department of Human Resources Development. Approximately 12,000 persons were referred for training in 200 occupations during the year. Of those completing training programs, approximately 60 percent were placed in jobs related to their training. The appropriation under the Manpower Development and Training Act of 1962 for institutional training (training and allowances) was $25.7 million for 1970-71. Of this amount $3.6 million was used to facilitate participation by individual students in regular ongoing vocational education courses under the provisions of an individual referral plan.

The manpower delivery sector has shown a remarkable ability to adapt to wide-ranging changes in requirements. The original rationale for the Manpower Development and Training Act was to retrain persons displaced by automation and technological advances, but the rapid economic expansion of the 1960s largely nullified the threat of displacement. National attention was drawn instead to the employment problems of those disadvantaged socioeconomically. Pioneer programs were designed to assist disadvantaged persons to overcome handicaps preventing them from succeeding in regular vocational programs. This emphasis was continued during the year.

Another national and regional development within the last three years demanded still another emphasis in vocational education. This time the clients were persons displaced not so much by automation as by a decline in aerospace activity. Displaced engineers and other technical specialists were retrained to enter occupational fields for which they could readily find employment. Some 1,000 of these individuals were retrained in more than 30 occupations in such diverse fields as color television repair and environmental systems.

Operational conditions during the year permitted a bold move into the areas of performance and accountability. Because so many training institutions were competing for trainees, each institution tended to "out-promise" the others as to performance. For this reason some performance contracts were drawn. Institutions bound by these contracts were required to achieve stipulated performance objectives or be penalized. By the end of 1971-72, at least 25 percent of funded projects were to involve performance contracts.

[1] *California State Plan for Vocational Education: Part I – Administrative Provisions.* Sacramento: State of California, 1971.

The best female typist claims her prize.

Organizers review list of contributors.

Official explains vocational education programs.

Young men compete in a typing contest.

Vocational education olympics are held at a county fair.

SECTION 2

Regular Programs

In this section are accounts of programs, services, and activities that made up the greater part of the total vocational education program in California during fiscal year 1970-71. Part B of the Vocational Education Amendments of 1968 (Public Law 90-576) refers to the main effort to support regular, ongoing programs and services of vocational education, which in California in 1970-71 involved 1,089,116 youths and adults in the state's 857 high schools, 94 community colleges, and 164 adult schools. (See Table 1.)

In this section program enrollment data for the secondary, postsecondary, and adult levels are summarized and presented by individual levels. Program accomplishments are described according to subject matter and level.

Secondary Vocational Education

The growth of student enrollment in vocational education programs at the secondary level indicated expanding community support for relevant education for high school youth and growing student interest in being prepared for work on graduation.

Vocational education programs in the state's 857 public high schools enrolled 131,991 more students in 1970-71 than in the previous year. This increase amounted to 36.3 percent, from 363,303 pupils to 495,294. (See Table 2 for secondary enrollment data.) Of the state's total enrollment in high school classes (grades nine through twelve), 1,240,042, or approximately 39.9 percent, were enrolled in vocational programs, an increase of 11.1 percent from the previous year.

California law has permitted a voluntary joint arrangement of high school districts, as well as of counties and high school districts, into regional occupational programs using shared instructional resources and regional occupational centers using a shared single plant. These programs and centers have been funded by the counties and the state. Approximately 20,000 secondary students were enrolled in these programs and centers throughout the state in 1970-71. (Refer to Section 1 for more information on this subject.)

The concept of the comprehensive high school rather than the separate vocational high school has continued to predominate in California. Under these circumstances career education, when fully developed and implemented, should result in the type of educational environment that would extend opportunities in vocational education

beyond the current level of 39.9 percent of the high school population to the ultimate goal of including every high school youth (1,240,042 students in 1970-71). This is no fanciful dream; the planning is already under way.

Vocational education in the secondary schools is usually centered on one of the occupational education areas; i.e., agricultural education, business education, home economics occupational education, and industrial education. Another category to be considered is work experience education.

TABLE 1

Enrollment in Vocational Education Programs in California During Fiscal Year 1970-71

Instructional program	Enrollment			
	High schools	Community colleges	Adult schools	Total
Agricultural education	32,706	10,659	2,968	46,333
Distributive education	9,263	43,164	11,740	64,167
Health occupations education	2,646	24,835	6,599	34,080
Home economics occupational education	146,364	26,115	35,547	208,026
Office education	172,446	131,594	66,377	370,417
Technical education	1,541	39,892	6,388	47,821
Trades and industry	65,538	111,404	76,540	253,482
Work experience education	64,790	–	–	64,790
Total	*495,294*	*387,663*[a]	*206,159*[b]	*1,089,116*

NOTE: Figures used in this table are estimates based on the latest available data.

[a]Includes 72,029 adults who were full-time students in a community college.

[b]Includes 82,462 adults who were part-time students in a community college.

TABLE 2

Selected Data on Secondary Vocational Education Programs in California During Fiscal Year 1970-71

Program	Number of new and continuing programs	Enrollment	Percent of total secondary enrollment	Percent of school day spent in program	Number of program completions
Agricultural education	457	32,706	2.6	45	6,214
Distributive education	140	9,263	0.8	30	6,577
Health occupations education	119	2,646	0.2	40	1,339
Home economics occupational education	693	146,364	11.8	20	3,366
Office education	1,088	172,446	14.0	40	91,900
Technical education	31	1,541	0.1	40	256
Trades and industry	1,124	65,538	5.2	40	41,289
Work experience education	434	64,790	5.2	20	–
Total	*4,086*	*495,294*	*39.9*	–	*150,941*

NOTE: Figures used in this table are estimates based on the latest available data.

Agricultural Education

Fiscal year 1970-71 was one of extensive growth in vocational agricultural education. The previous 5 years had seen a gradual but steady growth in enrollment in the high school program. In 1970-71 this growth amounted to an increase of 12.5 percent over the previous year, to an enrollment of approximately 32,000. This growth was not the result of a recruitment program; rather, it reflected the popularity of the wide variety of agricultural programs and the many opportunities for future employment.

Industries and businesses supplying agriculture with goods and services make up the multibillion-dollar enterprise known as agribusiness, which many students find attractive because of its job potential. In many high schools the curriculum in agriculture has changed from one emphasizing production to one emphasizing agribusiness and the preparation of students to work in agribusiness jobs. This flexibility of the curriculum satisfies the wide and varied interest of the students and helps them find a place in agriculture.

Examples of the new and sophisticated programs in agricultural education developed for the 1970s are many and varied. Because of new emphasis on ecology, many new programs feature some aspect of this important area. Programs in wildlife conservation, multiple-use forestry, and renewable resources are now part of the curriculum in some schools. Other areas of ecology that have long been part of the curriculum – such as soil and water conservation – have received renewed emphasis.

During the year guidelines for a curriculum in agricultural mechanics were developed by a committee of teachers working with State Board staff members. The guidelines were distributed and adopted in many school districts. Basic guidelines for other areas of the agricultural curriculum were being developed and were to be distributed in 1972.

Although certain subjects are basic to any curriculum in agricultural education, the course of study in each high school also reflects the characteristics of agriculture in the district it serves. Thus, agricultural departments in metropolitan areas may concentrate on ornamental horticulture, turf management, care of laboratory animals, landscaping, and floral arrangement; departments in major agricultural areas may, on the other hand, concentrate on agribusiness, production agriculture, and related occupations. This approach is realistic and attracts students by making job opportunities more visible to them.

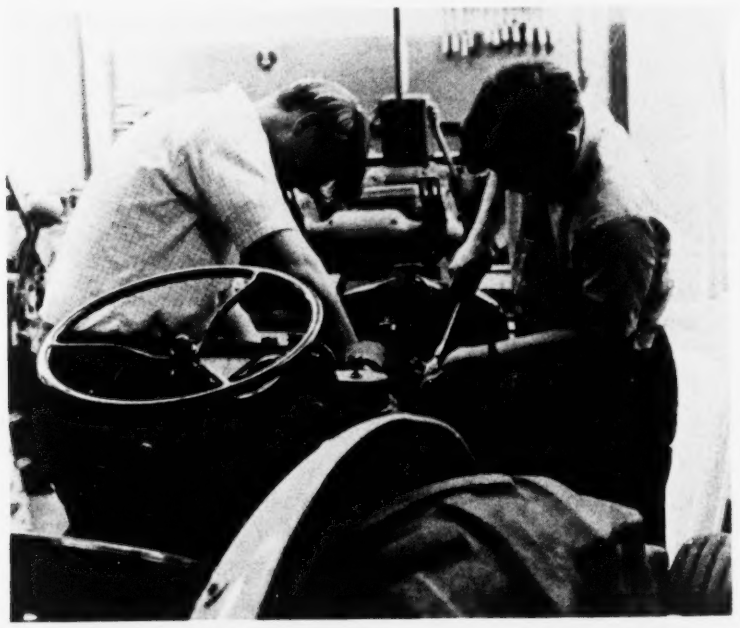
Students enjoy working in an ornamental horticulture program.

During the year guidelines were developed for the writing of goals and performance objectives for agricultural education so that teachers would be equipped to develop measurable objectives for their programs. Also developed were new account books, operational program standards, guidelines for local advisory committees, student follow-up records, and an instrument for evaluating local departments.

Coupled with maintaining strength in agricultural programs was a unique system of teacher training. Teacher trainers from the four agriculture teacher-training institutions in California met with State Board staff members regularly to maintain continuity in the teacher-training program. Staff members met with new and prospective teachers to assist in orienting them to the teaching program. Although 50 new teachers have been trained to teach agriculture each year, this increment has fallen below the demand. Agriculture has experienced a continuing shortage of qualified teachers over the past few years. An ongoing inservice training program for agriculture teachers in the state continued. Teachers met with regional staff members at least seven times during the regular school year at the sectional level and two times each year on a regional basis. In addition, specialists conducted short-term workshops to strengthen areas of weakness in the total program.

The program of vocational agriculture in California schools received cooperation from industries and businesses interested in agriculture. These business concerns were involved in ways that ensured a strengthening of the total program. Of particular importance was an industry-supported program to improve the student's required occupa-

tional experience program. A special advisory committee of agricultural business and industry representatives assisted in maintaining relevance in agricultural education. Their biannual reports on special aspects of California agriculture have been made available to agricultural teachers by means of a special newsletter.



Students gain practical experience in an agricultural mechanics course.

Business Education

Vocational business education in California secondary schools includes training for office occupations and distributive occupations. School districts were assisted in developing and implementing programs designed to prepare students for employment in these occupations. Emphasis was placed on the program approach for a cluster of jobs in each occupational field. Individually prescribed instructional materials were adopted as a learning strategy.

Special activities, programs, and services were designed to involve business educators and administrators. They were given opportunities to (1) observe successful programs; (2) secure assistance in implementing programs; (3) become familiar with new programs; (4) use tutors to assist students in learning activities; (5) organize and coordinate youth activities; and (6) develop curriculum through inservice training. Some of the direct-assistance services offered to secondary schools are described as follows:

Demonstration programs. Some eight high schools were included in two-day on-site demonstration programs held throughout the state. Business education programs demonstrated included the simulated office and model office program; the community-centered distributive education program; the continuous-progress instructional program; the senior intensified office-occupations program; the data processing program; and the block spin-off plan for office occupations.

Business education consultant services. During 1970-71 a highly successful program – business education consultant services – was implemented, first on a pilot basis and then statewide. Under this program the services of a select group of experts in business education were offered to school districts. In an attempt to determine need, school districts were asked the following:

- Are the business educators in your school district planning to implement new programs in office simulation, data processing, distributive education, programs in office simulations, data processing, distributive education, medical-secretarial training, technical typewriting, or block-time scheduling?
- Do you anticipate revisions in the business education curriculum, establishment of inservice training for developing performance objectives, or difficulty in selecting equipment for courses in distributive education or office education?
- Do you need assistance in designing the business education facility for a new school?

Business and government need persons who know how to operate duplicating machines.

A nursery teacher aide learns from a pupil.

The 13 school districts that responded affirmatively to these questions received 33 days of service. The consultants were responsible for assisting business educators in providing quality programs for their students.

Tutorial program. The aim of the tutorial program was to assist students having learning difficulties to acquire the skills and competencies needed for employment in entry-level jobs or for more advanced training. Student tutors assisted students through individual instruction. This program, conducted in 29 secondary schools, involved 861 tutees, 332 tutors, and 118 teachers.

Inservice education program. The inservice education program for business teachers consisted of (1) courses for college credit that were cosponsored by the colleges and offices of county superintendents of schools; (2) management conferences for business education department chairmen; and (3) summer institutes conducted by selected state colleges. About 1,200 teachers had been enrolled in these activities since 1967. The 1970-71 enrollment was 281 in nine courses; i.e., eight courses in occupational curriculum development in business education and one course in computer training for business teachers.

The summer institutes, held on state college campuses, were concerned with specialized areas such as readings in vocational education, research in business education, methods and materials for teaching the disadvantaged, simulation in office education, and creativity in business education.

Home Economics Occupational Education

Home economics occupational programs continued to show expansion; 28 percent more programs were conducted in 1970-71 than in the previous year. The largest expansion (60 percent increase) was in training programs for occupations related to preschool children, an indication of current interest in providing adequate care and guidance for the preschool child so that both parents can work outside of the home. Some of these occupational programs, located in continuation high schools, were designed to prepare disadvantaged students to work as aides in preschools or to care for children in private homes.

An emerging trend was to extend this kind of training to the care of infants and small children. Possible new curricula and operational procedures for doing so were being explored in several places. Interest in this kind of program was expressed by several school districts. Preliminary conferences were held to organize community children's centers, which were to prepare high school students to be nursery school aides. At least one such center to serve the disadvantaged was initiated during 1970-71.

Some 20 percent more programs for training in food management, production, and services were provided in 1970-71 than in 1969-70. This increase

again reflected changes in job opportunities and student needs. The diversity of occupational opportunities in this area as the result of an increase in the number of franchised food outlets (usually short-order establishments) created more entry-level jobs for high school graduates.

The number of districts reporting programs under the category of "other" doubled. This increase suggested the development of occupational programs in home economics that did not fall into one of the existing subject categories in the home economics coding list. In addition, the figures included nursing aide programs developed under home economics that later carried a coding number different from that used for home economics.

Although one fewer district reported an occupational program in clothing management, production, and services in 1970-71 than in 1969-70, evidence existed of the expansion of the program in urban areas. Specialized occupations within the clothing industry, such as marker, bundler, and sewing machine repairman, were analyzed for possible inclusion in the curriculum. In two school districts new programs for training fabric salespersons were developed during the year.

Four statewide inservice workshops were held to deal with food services and the care and guidance of children. Follow-up meetings were held for teachers and district representatives who had attended previous workshops dealing with the same topics.

An evaluation of the Project FEAST (Food Education and Service Training) was completed in 1969-70. Recommendations made in the evaluation of the program were implemented during 1970-71. Actions that resulted were as follows:

- A counselor was added to the summer workshop faculty.
- A mathematics workbook and an English workbook were published. These publications were developed by selected teachers and were used in summer workshops.
- Field observations and evaluations of food service programs were conducted.
- The teacher education inservice program was continued by requesting funding under the provisions of the Education Professions Development Act.
- The number of advisory committee meetings was increased.
- A total of 38 teachers in 16 high schools where FEAST programs were in operation were assisted in formulating performance objectives for their programs.

Another accomplishment for preservice and inservice education was the revision of the slide and tape presentation dealing with gainful employment education in home economics. The presentation was updated to include the provisions of the Vocational Education Amendments of 1968. Copies were distributed to teacher education institutions, to the U.S. Office of Education, and to the offices of each state region for vocational education. Evaluation forms returned revealed that the presentation gave information, stimulation, and an awareness of occupational programs and the means of developing them.

Student teachers of home economics have come to understand the difference between occupational programs and regular home economics by means of this presentation. School districts have been requesting the slide-tape sets to explain occupational programs in home economics to district personnel and to interpret the programs. The presentation of procedures for organizing and starting a program, especially one for the training of nursery school aides, was found to be concise and clear. Therefore, the revised slide-tape presentation served as an inservice and preservice educational tool and facilitated the expansion of offerings in home economics occupational education.

Trade and Industrial Education

Included under the general category of trade and industrial education were industrial education, trades and industry, technical education, and health occupations education.

Industrial education. California programs of vocational industrial education served 99,649 persons. Included were high school and adult education, continuation education, fire training, summer work-study, and trade and technical teacher education. High school and adult programs prepared 19,075 persons with the skills needed for immediate job placement.

The fire service training staff instructed 4,160 persons from public and private agencies. Those served included fire chiefs, line officers, firemen, deputy sheriffs, policemen, investigators, and representatives from private industry. Instruction was provided in a wide spectrum of offerings, including instructor training, fire investigation and arson detection, fire prevention, management functions and emergency planning, flammable liquids, leader-

ship development, bomb identification and disposal, and alarm operation maintenance.

The trade and technical teacher education program provided services to 9,425 teachers in 48 geographical areas in the state with results as follows:

- Teachers prepared for full-time teaching positions – 600
- Teachers prepared for part-time teaching positions – 2,000
- Teachers qualified for a supervision credential – 107
- Teachers qualified for a teaching credential – 3,100
- Teacher recipients of performance or written examinations to test proficiency, or both – 1,200
- Teachers evaluated and assisted in the course in supervised teaching – 1,210
- Teacher recipients of counseling and guidance services – 1,208

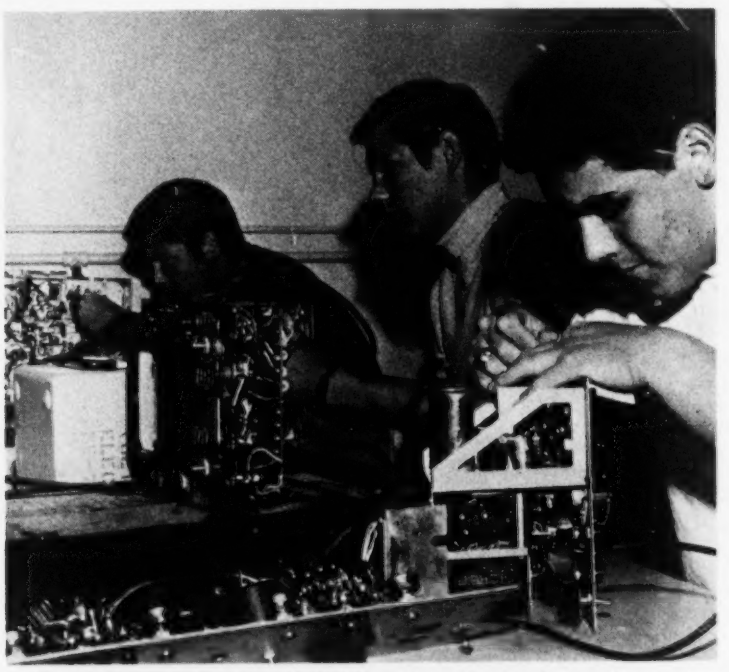
Through the inservice education program, upgrading and retraining were provided for more than 350 teachers in 11 different geographic areas. Topics dealt with included servicing of solid-state color television sets, the cosmetic sciences, development of cosmetology programs for the handicapped, development of instructional material for courses in painting and decorating, data processing, numerical control for the machine shop, motorcycle repair, beginning and advanced multimedia instruction, workshop in mass-production methods for teachers of courses in metals, automobile emissions control, air conditioning and refrigeration, and technical illustration.

Coordinators in apprenticeship education were brought together in a workshop in 1970-71 for the first time to discuss and develop policies and operational procedures relating to California's programs of apprenticeship education. In addition, extensive liaison, program development, and coordination were involved in the creation of a "builders' education curriculum" in cooperation with the California Young Home Builders' Association. This curriculum was to be ready for pilot demonstration early in the 1971-72 school year.

Apprenticeship workbooks and testbooks that were published and made available by the State Department of Education during 1970-71 included *Electrical Wiring, Part 4; Sheet Metal, Part 4; Automobile Body Repair;* and *Auto Mechanics, Part 3.* Books that were in the process of being published included *Carpentry, Vol. 3; Drywall Construction, Part 2; Culinary Arts, Part 1; Auto Mechanics, Part 1; Sheet Metal, Part 4;* and *Meatcutting, Part 1.* Publications that were being developed were *Air Balance Control; Drywall Taping; Floor Covering, Part 2;* and *Preparing for the Future.*

Trades and industry. The trades and industry category continued to lead in secondary enrollment; more than 65,000 students were prepared in almost 800 programs. The most popular programs were automotive service and repair, carpentry, drafting, electronics, graphic arts, machine shop, and metalworking. Programs showing appreciable

A good teacher knows how important individual instruction is.



Students get "hands-on" training in an electronics equipment repair class.

increases in enrollment were aviation education, photography, welding, woodworking, and quantity food preparation.

Technical education. Technical education provided training for 1,541 students in 30 programs. Major emphasis was in electronics, chemical technology, and environmental technology.

Health occupations education. Health occupations education served 2,646 students in 55 programs. The major subgroup occupations covered were dental assistant, medical laboratory assistant, practical vocational nurse, nurse's aide, and related health occupations.

Work Experience Education

Work experience education continued to be one of the fastest growing segments of vocational education in California. Enrollment increased 31 percent; almost 65,000 students were enrolled.

Work experience education is an instructional method that bridges the gap between academic and practical studies in the classroom and the work community. It is an effective help in an otherwise abrupt and awkward transition from school to work. Students are employed part time outside of school during the week in a school-parent-employer arrangement, and the student receives school credit for his outside employment. Classes related to the student's employment are part of this plan. A teacher-coordinator supervises, coordinates, and evaluates each student in his work experience education activities.

More than 300 school districts used at least one of the three types of work experience education (exploratory, general, or vocational) programs, and 758 full-time and part-time coordinators participated.

Many work experience education programs were developed for special groups of students. Some 61 schools offered work experience education to educable mentally retarded students by assigning a coordinator directly to them. Another 56 programs were developed solely for continuation education programs. In cooperation with the U.S. Department of Labor, 28 school districts offered work experience education in conjunction with the Neighborhood Youth Corps (NYC).

Work experience education students assist the highway patrol, work in supermarkets, and check x-rays in hospitals.

Postsecondary Vocational Education

According to long-standing tradition, postsecondary vocational education in California has been offered almost exclusively in the community colleges. By state law one of the principal purposes of the community colleges has been to provide vocational training. The other purposes have been (1) to offer courses for those planning to transfer to four-year institutions of higher education; and (2) to provide general education courses for cultural, recreational, or civic purposes.

Occupational education in the community colleges has been planned to provide the knowledge and skills needed by a student to obtain a job and to keep it. This objective has been carried out through short-term certification programs, apprenticeship education, two-year occupational programs leading to an associate of arts degree, and courses designed to upgrade employment and to lead to job advancement.

Vocational training has been so combined with the other purposes of the community college that the students pursuing vocational education objectives have been indistinguishable from students pursuing transfer programs or general programs.

The importance of postsecondary vocational education to the community colleges is clear when it is realized that of the total 1970-71 enrollment of 825,129, more than 40 percent of the students pursued some occupational training goal. Approximately 35 percent of the students were engaged in transfer programs (6 percent of the students were expected to transfer to a four-year college or university during the year), and the remainder obtained general education benefits. (See Table 3 for postsecondary enrollment data.)

Some 94 community college campuses were located throughout the state and were concentrated in metropolitan areas (San Francisco Bay area – 17; Los Angeles area – 23; San Diego area – 6). The community colleges in California comprise the world's largest system of institutions of higher education.

Occupational education in the community colleges was grouped in ten general areas. Accomplishments in each of these areas are discussed as follows:

Agricultural Education

The field of vocational agriculture was served by 37 community colleges, an increase of one. Some 140 full-time instructional staff members served 10,659 students, twice as many as those enrolled in 1969-70.

A curriculum guide for agribusiness in the community colleges was developed in cooperation with Modesto Junior College. This publication was in keeping with the continuing trend toward increasing the number of agribusiness instructional programs.

Inservice workshop sessions were conducted for community college agricultural instructors in orna-

TABLE 3

Selected Data on Postsecondary Vocational Education Programs in California During Fiscal Year 1970-71

Program	Number of new and continuing programs	Enrollment	Percent of total postsecondary enrollment	Percent of school day spent in program	Number of program completions
Agricultural education	200	10,659	1.3	60	3,206
Distributive education	186	43,164	5.2	40	14,477
Health occupations education	312	24,835	3.0	82	9,508
Home economics occupational education	68	26,115	3.2	25	1,530
Office education	344	131,594	15.9	68	24,713
Technical education	153	39,892	4.8	75	6,886
Trades and industry	677	111,404	13.5	75	19,543
Total	*1,940*	*387,663*	*46.9*	–	*79,863*

NOTE: Figures used in this table are based on the latest available data.

mental tree maintenance, natural resources and conservation, and ornamental horticulture power equipment.

Distributive Education

During the year, two business education management conferences were held under the sponsorship of the State Board staff and California Business Education Association. An independent consultant firm was placed under contract to conduct seminar sessions for the development of performance objectives. The firm continued to provide consultant services to the conference participants during the school year.

Health Occupations Education

Programs in health occupations education in the 94 California community colleges covered 30 separate occupations. These programs were intended primarily for preservice education rather than for continuing education.

Little increase occurred in health occupations education programs in the community colleges because of difficulties with funding. Program increases did occur in dental hygiene (1); community health aide (1); inhalation therapy (1); medical assisting (1); medical office assistant (1); nurse's aide (1); registered nursing (1); vocational nursing (2); prosthetics-orthotics technician (1); and radiologic technician (2). All but five of the community colleges in California had at least one health occupations education program. The largest number of programs was found in vocational nursing (66); registered nursing (53); dental assisting (31); medical assisting (31); and radiologic technician (24). There was a total of 329 programs in 1970-71. Curtailed were two programs for dietary aide and one program for medical records technician. All other programs were continued.

Consumer and Homemaking Education

California's community colleges have made significant contributions to the development of relevant and comprehensive educational programs for consumer and homemaking education in the past two years of operation. During 1970-71 a total of 49 community colleges participated in these programs, and 10 percent more programs were offered than were offered in the previous year.

Special project applications requesting funds were submitted by ten community college districts to develop various kinds of educational "delivery systems" to reach those families living in economically depressed areas. The major thrust of the

A highly specialized program in orthotics and prosthetics provides skilled technicians for the Los Angeles area.

effort included (1) the use of mobile units for satellite classrooms that enabled a college to move its resources into low-income communities; (2) development of a film cassette in both Spanish and English, to be used in health clinics, welfare offices, and waiting areas in the field offices of the Department of Human Resources Development; (3) development of a women's basic education program enabling adult women to return to school and prepare for an effective dual role as homemaker and wage earner; and (4) development of a series for educational television that made use of community classrooms for demonstration and follow-up.

Home Economics Education

The community colleges continued to play a major role in responding to the demands for the preparation of well-trained individuals to be employed in a variety of early childhood education programs. A total of 54 community colleges offered programs related to early childhood development.

In an attempt to facilitate advancement toward the earning of a degree and a credential in early childhood education by students enrolled in community college programs, an agreement on articulation was endorsed on March 30, 1971. This agreement made possible the transfer of 12 semester credits for courses in child development toward the fulfillment of degree requirements for the child development major at a four-year state college or university.

Occupational programs related to home economics showed no significant increase in 1970-71. However, the community college did assume increasing responsibility for developing inservice workshops for the training of teachers in occupational programs relating to home economics.

Office Education

Comprehensive publications developed and disseminated during the year dealt with block clerical-secretarial programs and data processing articulation projects.

The first phases of the Systematic Planning Models Project, funded under the Education Professions Development Act, were implemented in 1970-71. Through this project six topical seminars were to be conducted throughout the state. The chairmen of business education departments or divisions were to participate.

In conjunction with the efforts of the liaison committee on business administration of the articulation conference, the State Board staff assisted in developing recommended mathematics programs and recommended data processing programs for community college students.

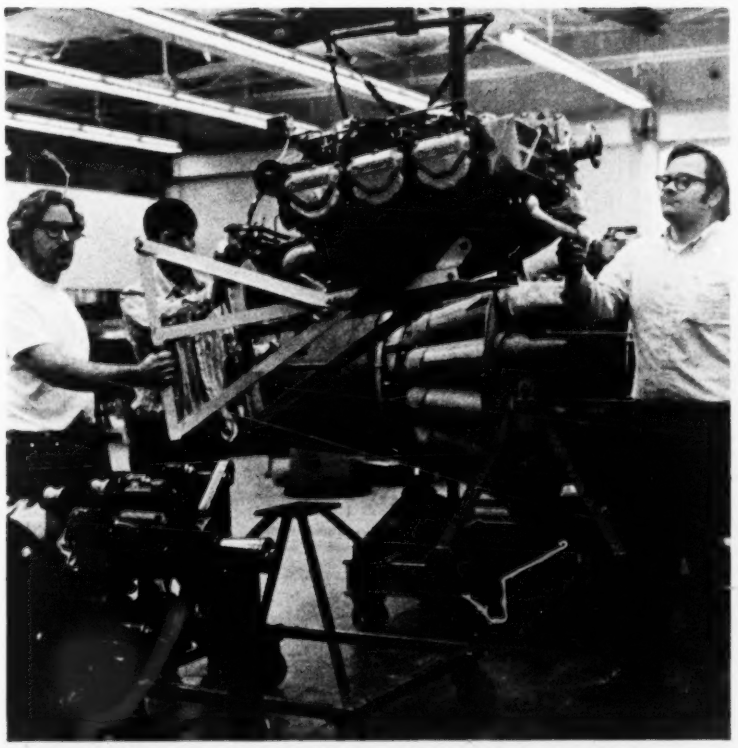
Training in facial care is an important part of a cosmetology program.

Technical Education

Several areas of technical education received increased interest as the result of local, state, and national concern and need. Studies were implemented to determine needs and to plan program development and additional implementation in environmental technology, water and waste-water technology, occupational safety and health, nuclear technology, and biomedical instrumentation.

Considerable effort was devoted to program design and development to make sure that persons completing the various programs had developed entry-level employment skills and had gained sufficient background to improve their employment status or to succeed in advanced technical education programs.

Public interest in technical education continued as the result of the campaign entitled "25 Technical Careers You Can Learn in 2 Years or Less,"



Students learn about airframe and powerplant mechanics in a community college.

sponsored by the U.S. Office of Education and the National Industrial Conference Board.

Trade and Industrial Education

A steady increase occurred in the number of programs granting a certificate of completion or certificate of proficiency. These programs allowed students to gain employable skills at various job-entry levels and obtain recognition for the experience without having to complete the associate degree. The certificate program was also conducted in extended-day offerings for the upgrading of employed workers.

New processes, materials, and equipment in manufacturing, production, and construction dictated that programs be continually evaluated and updated. Increased assistance in these activities was provided by industry through local and statewide advisory committees.

Approximately two-thirds of the 1,078 trade-related classes were conducted in community colleges, and two-thirds of the 20,481 apprentices enrolled received their training in community colleges. Emphasis was directed to attracting disadvantaged and minority students into trade and industry apprenticeship programs. Much of the new program development continued to be in the service areas (e.g., food preparation and service) and in the mechanic and repair areas of aeronautics, automotive service and repair, appliance repair, and heating and cooling.equipment.

Public Service Education

Public service programs (excluding police science and fire science) had 10,661 students enrolled. There were 28 new programs and 92 continuing programs in 71 colleges. There was a 63 percent increase in the number of social service technician programs and a 50 percent increase in the number of airline stewardess programs, a significant increase. Other programs remained the same or had only slight decreases.

With the support of the articulation conference, articulation with four-year institutions for social service technician programs was coordinated with the core program according to the guidelines produced. These guidelines were developed under a grant from the U.S. Office of Education. The recreation therapy technician program was made optional in the recreation technician program, and articulation with four-year institutions was promoted.

Criminal Justice Education

The criminal justice education program in the community colleges was located on 73 campuses and had an enrollment of 24,083 students.

The Office of the Chancellor, California Community Colleges, together with the Police Educators Association of California, developed basic outlines for a new five-course core curriculum in criminal justice education. New criminal justice manuals (3) were delivered to the chancellor's office. They were developed by individual community colleges on a project basis.

Inservice instructor training programs (10) were conducted for criminal justice personnel in cooperation with the University of California at Los Angeles; 283 instructors completed this program. Distribution of an estimated 12,000 instructional manuals on criminal justice was accomplished through the cooperation of the Documents Section, Department of General Services.

Adult Vocational Education

Vocational education continued to take a prominent place in adult education in California. About 20 percent of state enrollment in vocational education came from the adult education sector.

School districts offering adult-level vocational programs were able to design curricula and programs to fit local needs and demands, such as training hours, special equipment and facilities, local building codes, local government licenses and regulations, specific labor needs and requirements, and so forth.

Program	*Enrollment**
Agricultural education	2,968
Distributive education	11,740
Health occupations education	6,599
Consumer and homemaking education; home economics occupational education	35,547
Office education	66,377
Technical education	6,388
Trades and industry	76,540
Total	*206,159*

*Enrollment figures are estimates based on the latest available data. Enrollments include 82,462 adults who were part-time postsecondary students but do not include 72,029 adults who were pursuing occupational preparation courses full time in community colleges. Persons in the latter category are included in postsecondary enrollment figures (Table 3).

The demand by adults for vocational education determined the nature of the program offerings. The school districts responded to the demand by lengthening or shortening course duration; opening new programs (or closing programs where the demand no longer existed); cooperating with trade unions for establishing programs for apprentices; and conducting manpower training programs in cooperation with the State Department of Human Resources Development and the Manpower Development and Training Unit of the State Department of Education.

One of the vital functions of adult education in secondary school districts was the provision of high-intensity, short-duration occupational training, either for job entry or for advancement. Adult students were typically highly motivated, had immediate needs, were family breadwinners, and had relatively short-term educational objectives. These needs were taken into consideration when programs were planned and conducted.

Some examples of adult programs that were novel or particularly worthy of mention are contained in this part of the report.

Agricultural Education

At the request of several major food-packing companies, new adult education programs in vocational agriculture education were established. These programs were supported by these companies. Of interest too were several classes conducted in Spanish for Mexican-American farm foremen.

Consumer and Homemaking Education

Many of the consumer and homemaking education programs for adults were planned especially for persons in economically depressed areas. The courses were designed to meet highly specialized needs. One program tried to help women whose husbands were confined in penal institutions. Other programs served the residents of ghettos, barrios, migrant camps, model city neighborhoods, settlement houses, housing projects, and other poverty areas.

Wise purchasing at the supermarket can stretch dollars.

Distributive Education

An example of a distributive education program for adults was the "Model Store," sponsored by the Los Angeles Unified School District. Its purpose was to prepare individuals from low-income areas of the inner city for entry-level employment. As the adult students reached the level of employability through specialized training in the model retail store, job opportunities that matched each student's aptitude and interest were made available.

Home Economics Occupational Education

The largest enrollments in home economics related occupations (HERO) were reported in child-care services, clothing alteration and services, and food production and services.

Industrial Education

Industrial education for adults encompassed trades and industry, technical education, and health occupations education. Programs having the greatest enrollment were practical vocational nursing, nursing assistant, electronic technology, engineering-related occupations, automotive mechanics and services, carpentry, construction and maintenance trades, electrical occupations, machine-related trades, and textile fabrication.

Office Education

Office education for adults took many forms. Some of the programs used unconventional methods to achieve particular objectives. For instance, instruction conducted in mobile classrooms was combined with on-the-job training. In another program adult students attended class for 3 hours during the day. They were allowed to enter the program when they wished and to leave when it was determined that office skills were sufficiently developed for employment.

Vocational Education for the Disadvantaged

Local educational agencies continued to provide to the disadvantaged what was needed (1) to enroll in suitable vocational education programs; and (2) to persist until program requirements were met. The procedures for identifying the disadvantaged and the development of programs, services, and activities specifically focused on the disadvantaged underwent continual refinement.

At least 15 percent of the basic allotment of vocational education funds (Part B of Public Law 90-576) was set aside for development and maintenance of vocational education programs for the disadvantaged. The degree and manner in which these funds could be used was directly related to the commitment of the local educational agencies to the development of programs, services, or activities that met the needs of individual disadvantaged persons in vocational education. At least 86 percent of the nearly 400 participating school districts used the special funds set aside for the disadvantaged during 1970-71, a gain of 6 percent from the previous fiscal year. Funds returned because of nonuse were reallocated to districts with special requests to meet the needs of the disadvantaged. Preliminary data indicated that 104,225 disadvantaged persons were served by the secondary schools and 57,302 by the community colleges.

Local educational agencies were encouraged to seek ways to help their disadvantaged students persist and succeed in regular vocational education programs. Of special interest were ways to recruit, stimulate, hold in a regular program, and place in suitable employment disadvantaged students who, without this special assistance, might drop out of school and be a financial burden to their communities.

In the community colleges the approach to serving the economically disadvantaged was through the extended opportunity program, which was intended to make community college opportunities available to the disadvantaged. Participating community colleges incorporated tutorial and special counseling services into the regular programs of vocational education. These services resulted in improvement of grade-point averages and retention rates. In addition, minority communities gained a better understanding of vocational education. Community colleges in both urban and rural areas (for example, Los Angeles and Shasta counties) brought greater numbers of the disadvantaged into the regular programs of vocational education.

Vocational Education for the Handicapped

Increases in enrollment of handicapped persons in vocational education were noted during the year. Approximately 16,000 handicapped persons were aided in the secondary schools and 10,000 in the community colleges. The number of programs, services, and activities available to them also increased. These increases were readily seen from the standpoint of more school districts making use of the minimum of 10 percent of regular program funds set aside for the handicapped.

In an ongoing cooperative arrangement with the Division of Special Education, State Department of Education, secondary school districts were encouraged to plan and expand work-study programs for educable mentally retarded (EMR) high school students. These special programs were designed to assist all EMR students in developing self-confidence and vocational competencies in seeking, locating, securing, and retaining employment. Programs were designed to enable students to move through all phases of work programs at the high school level. Classwork was coordinated with on-the-job training.

The *Work-Study Handbook for Educable Mentally Retarded Minors Enrolled in High School Programs in California Public Schools* was issued as a guide to secondary school districts.[1] Some districts found it advantageous to team up with other agencies to provide greater service to the handicapped. For example, the Department of Education, the Department of Mental Hygiene, and the Department of Rehabilitation combined efforts to provide a quality vocational education program for mentally retarded youth at Pacific State Hospital.

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[1] *Work-Study Handbook for Educable Mentally Retarded Minors Enrolled in High School Programs in California Public Schools.* Sacramento: California State Department of Education, 1971.

The project at Pacific State Hospital proposed to develop occupational concepts and behaviors in 150 institutionalized mentally retarded persons ten to twenty-five years old. The intelligence quotient of these persons ranged from 25 to 65. The project had as its primary objective the eventual employment of each trainee in the community. Referrals were received from the hospital, the school social service agency, and the community. Upon completion of training, determined by the assessment center, the State Department of Rehabilitation was to attempt to place all students through their regional center. State Board staff monitored the conduct of this project.

In an attempt to ensure quality vocational education programs, greater emphasis was placed on the use of advisory committees in most of the major school districts. Programs found unproductive were to be deleted, and programs adequate to meet the demands of industry and the needs of the youth were to be initiated.

About 60 percent of the handicapped persons enrolled in school or in a public institution who could profit from vocational education in California were served during the year. Estimated numbers of handicapped youth in secondary schools and estimated numbers of these students served by vocational education programs are given as follows:

Category	*Estimated number of handicapped in secondary schools*	*Estimated number served by vocational education*
Deaf	748	628
Blind	674	25
Orthopedically handicapped	3,956	1,500
Educable mentally retarded	12,184	12,184
Trainable mentally retarded	2,384	1,384
Educationally handicapped	2,951	950
Total	*22,927*	*16,671*

Target Groups and Areas

Target groups – secondary, postsecondary, adult, handicapped, and disadvantaged – are discussed elsewhere in this report. Meeting the needs of target areas (i.e., economically depressed or disadvantaged areas and areas of high unemployment, high incidence of school dropout, and high population density) presented a continuing challenge.

The distribution of federal funds by the entitlement system automatically committed funding priority to the target areas. The entitlement formula routed funds to meet the needs of student populations that corresponded with the needs of the specified target areas.

Besides the blanket approach to meeting the needs of the target areas, several other means employed to strengthen this effort were regional planning for vocational education; county recruitment efforts; local educational agency programs; Manpower Development and Training projects; and state programs of consumer and homemaking education.

Regional planning for vocational education showed great promise for focusing attention on large and multiple target areas. A pilot program mandated by California law was under way during the year. The state was divided into 12 vocational planning areas, boundaries being drawn according to job-market areas and other areas. (See Figure 1.)

In the pilot program five vocational areas were selected as representative of the other areas of the state. Each pilot area was served by a committee engaged in developing short-term and long-term area plans for vocational education. Committee members were drawn from the appropriate government, educational (public and private), industrial,

Figure 1. Vocational education planning areas in California

NOTE: The planning areas marked with an asterisk (*) were in operation during fiscal year 1970-71. All planning areas were in conformity with Education Code sections 6268-6268.22.

and public sectors. Each member had a special interest in vocational education. Each of the five pilot area committees included two members who had considerable experience in community activities and programs dealing with meeting the needs of the disadvantaged.

When completed, area master plans for vocational education were to identify target areas and groups, describe their population needs, and provide direction in finding appropriate resources and in deploying those resources to meet the needs of target groups and areas.

On a smaller scale Fresno County, in cooperation with school districts and Fresno Model City, developed and conducted a program called "Operation Up!" to recruit and train disadvantaged persons in the model city area.

Secondary schools, adult schools, and community colleges engaged in projects and programs that provided activities and services needed by target groups and areas. The community colleges offered an extended opportunity program, which had as one of its goals the recruitment, vocational guidance, and occupational training of the disadvantaged and the handicapped.

Efforts to direct resources to areas of high general unemployment and high youth unemployment were thwarted because all major labor-market areas in the state experienced moderate or high and persistent unemployment paralleling the national rise of unemployment during the year. An active participant in combating unemployment and under-employment in target areas was the Manpower Development and Training Unit of the State Board staff. In 1970-71 approximately 12,000 persons were referred for training by the Department of Human Resources Development. Most of these referrals were from target groups and areas, including persons displaced from aerospace occupations who needed retraining.

Finally, Part F, "Consumer and Homemaking Education," of the Vocational Education Amendments of 1968 provided a potent entry into some target areas that previously had scarce priority for educational service. Measurable impact was made by Part F programs in the economically depressed target areas – the barrios, the ghettos, the inner city, the slums.

Consumer and homemaking programs were often structured in unconventional ways and were found in informal settings. For instance, the laboratory might be a local supermarket where the clients are taught how to buy wisely. In another case a class on family relations and budgeting might be conducted entirely in Spanish and be held in a community hall.

Programs Under Contract

Although contractual arrangements between public agencies and private agencies and firms were permissible under the Act, few such arrangements were made during the year, probably because of the diversity and flexibility of local vocational education entities. Another reason may have been the growth of regional occupational programs in which school districts and counties shared resources.

Cosmetology programs were often conducted under contract between school districts and proprietary cosmetology schools. Programs of this type were conducted in Glendale, Santa Ana, Bakersfield, San Leandro, and Garden Grove.

Vocational Guidance and Counseling

The extent of vocational guidance in a particular geographical area was often dependent on the interest and leadership shown by the office of the county superintendent of schools. Most urban areas, however, did have highly developed guidance programs. San Diego, Santa Clara, San Mateo, and Stanislaus counties had vocational guidance programs that measurably improved guidance practices within their jurisdictions. Counties that have developed vocational guidance programs and career information services have served rural and suburban students as well as those in the metropolitan areas.

The exact number of designated vocational counselors was not certain because counselors have been regarded as generalists having vocational counseling as one of their responsibilities. A growing interest existed, however, in the development of vocational guidance as a specialized area. Probably fewer than 100 counselors in the state have had a specific, exclusive responsibility in vocational guidance and have had the title of "vocational counselor," "career development specialist," and the like.

Counselor training institutions were awakening to the need to place increased emphasis on vocational guidance as a vital component of the counselor training program. Inservice training for school counselors was gaining momentum. Many counselors, ill-prepared in the art and practice of vocational guidance in their preservice training, were being afforded comprehensive inservice training to upgrade their knowledge and skills in this area.

Under California law only properly credentialed counselors were authorized to perform guidance and counseling services in the secondary schools. However, the size of the counseling staff was based more on financial resources than on the actual need of such services.

Limitation of vocational guidance services was often alleviated by assistance from persons in the community, vocational instructors, work experience education teacher-coordinators, and resource persons representing major occupational areas.

Several counties had highly developed guidance systems incorporating such resource materials as VIEW (microfilmed information on occupations and their requisites), SRA kits, career film loops, cassettes bearing occupational information, and vocational guidance films. Mobile units containing such resources were in use in San Diego, Stanislaus, and Ventura counties.

Trends in vocational guidance were influenced by the fact that job training and job placement were significant parts of a comprehensive program. Interest grew in promoting a developmental vocational guidance plan from kindergarten through grade twelve. A vocational guidance plan provided, in addition to the traditional topics of the world of work, the development of a child's knowledge of himself, his values, his attitudes, and the experiences on which he could make career decisions.

Construction of Vocational Education Facilities

Construction projects for vocational facilities completed in 1970-71 totaled $11,043,374. Projects included new construction, remodeling, and some rehabilitation. School districts in which construction occurred and the construction projects themselves are as follows:

- Coachella Valley Joint Junior College District: vocational business education building
- Los Angeles Unified School District: Venice Occupational Center
- Los Rios Joint Junior College District: cosmetology and graphic arts addition
- Marin Junior College District: architectural and engineering services and science building
- Mt. San Antonio Junior College District: trade, industrial, and technology education vocational building
- Peralta Joint Junior College District: trade technology building
- San Jose Unified School District: regional vocational center
- West Hills Joint Junior College District: agricultural mechanics and storage facility
- Stockton City Unified School District: technical center

Of the $11,043,374 spent, $8,926,089 came from local funds and $548,117 from state funds to provide 3,414 laboratory and classroom student stations for vocational education. When fully operational, the 279,012 assignable square feet of space (at a construction cost of $39.58 per square foot) were to provide capacity to generate more than 58,785 student contact hours. These new and remodeled facilities, together with contingent equipment, were to facilitate instruction in the following disciplines:

Aerotechnology
Agricultural mechanics
Air conditioning
Applied graphic arts
Automotive mechanics
Automatic controls
Drafting
Electromechanical technology
Electronic technology
Engine technology
Mechanical machine shop
Medical assistant
Building trades
Business education
Commercial machines
Cosmetology
Dental assisting
Metal fabrication
Metallurgical technology
Typing
Licensed vocational nursing
Welding

Ancillary Services and Activities

The capability to provide relevant vocational education programs and services to all the people in every California community required ancillary services to support the total program. Activities that fell into this supportive role are described as follows:

Administration and Supervision

The Vocational Education Section, California State Department of Education, was reorganized into three functional units – the Program Operation Unit, the Program Planning Unit, and the Program Services Unit. (See Figure 2.) This reorganization had been recommended for many years.

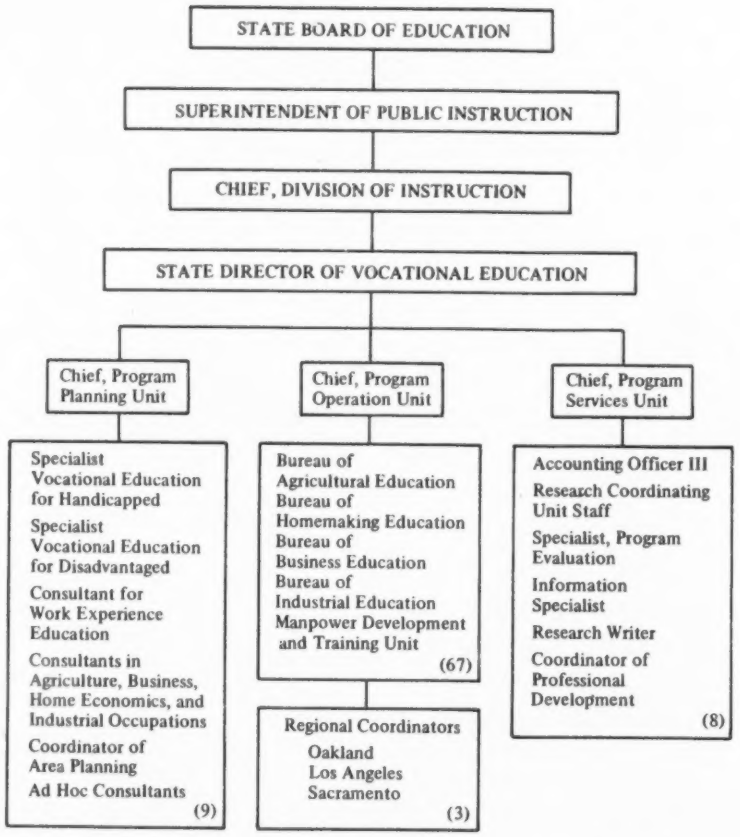

Figure 2. Organization of the Vocational Education Section, State Department of Education

NOTE: The numbers in parentheses in Figure 2 represent the number of persons to be assigned to each unit.

The broad responsibilities of these units were as follows:

Program Operation Unit. The Program Operation Unit was the "field contact" segment of the Vocational Education Section and contained all staff personnel who dealt directly every day with the operational aspects of the instructional program. This unit comprised the subject-matter bureaus (the Bureau of Agricultural Education, the Bureau of Business Education, the Bureau of Homemaking Education, and the Bureau of Industrial Education) and the Manpower Development and Training Act Unit. The Program Operation Unit was responsible for providing a full spectrum of services to school districts, including vocational education instructional programs, compliance assurance, interpretation of standards, execution and approval of funding agreements, promotion of programs, encouragement of new programs, and program extension.

Coordinated and administered by a headquarters staff, most direct services were available, in accordance with long and successful practice, from staff personnel located in regional offices throughout California. The Program Operation Unit was generally responsible for maintaining the quality and adequacy of vocational instruction throughout the state.

Program Planning Unit. The Program Planning Unit consisted of a permanent staff of subject-matter specialists representing the various occupational preparation categories. This continuing staff was augmented from time to time by temporary personnel and by ad hoc task forces assigned to work on special projects.

The general responsibility of this unit was to address continual and exclusive attention to such concerns as state and area program planning, program development, program promotion, identification of innovative practices, development of new approaches, and the field testing of experimental practices. Unit personnel worked closely and continually with the Program Operation Unit and the Program Services Unit. Generally, the unit was directly and operationally involved only intermittently with school districts.

Program Services Unit. The Program Services Unit contained personnel supporting the role, activities, and functions of the Vocational Education Section. Members of this unit rendered direct assistance in such areas as vocational teacher education, research coordination and dissemination, evaluation, fiscal management, data collection, public information, statistical reporting, and other common services unique to vocational education and essential to the fulfillment of the assigned functions of the Vocational Education Section. As a counterpart to this organizational structure, the Division of Occupational Education, California Community Colleges, divided its staff into a Program Operations Unit and a Program Planning Unit. (See Figure 3.)

Evaluation

Major emphasis was placed on evaluation during the 1970-71 school year. Highlights were the continuation of a series of workshops designed to increase the expertise of individuals in evaluation; the on-site evaluation by the chiefs of subject-matter bureaus of four pilot programs operating in high school districts; the further development of a functional approach to vocational education by assistance to selected cooperating school districts in the development of measurable objectives and evaluative criteria for each of the 12 systems functions; and arrangement for an evaluation of proposals funded under categorical parts A, D, F, G, and H of the Act. In addition, the Vocational

Education Section, State Department of Education, submitted for the first time a budget in the format of the Planning, Programming, Budgeting System (PPBS), under which the staff was divided into a man-year approach related to four major activities. Some 32 subactivities and evaluation criteria were established in all activity areas.

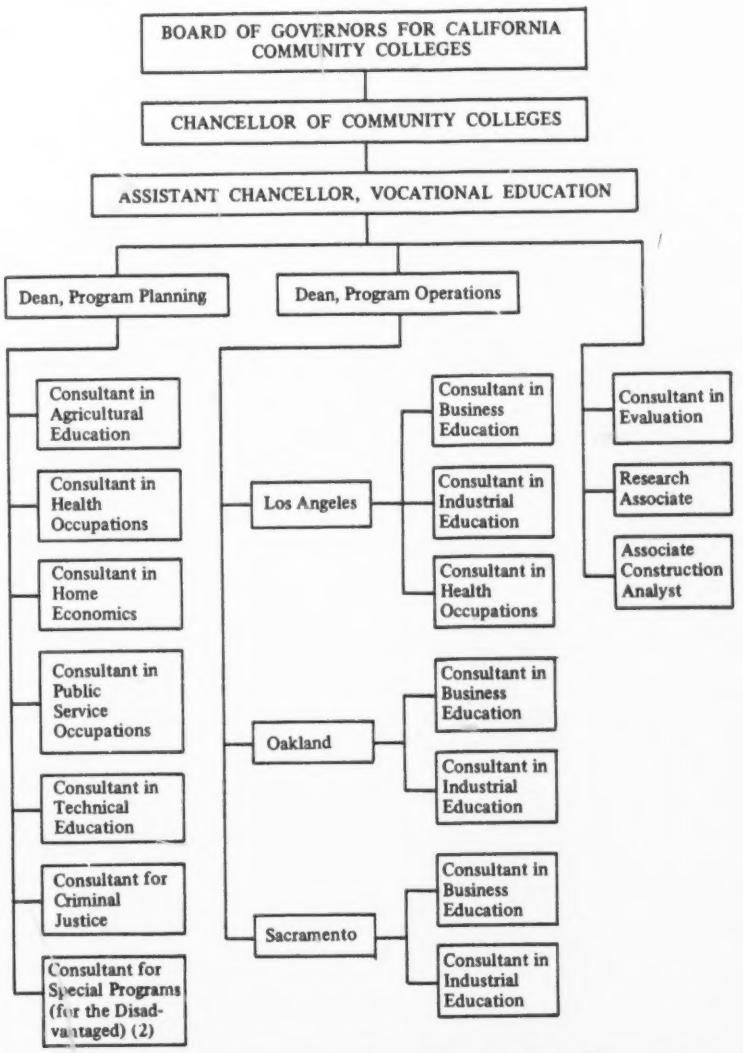

Figure 3. Organization of the Staff of the Chancellor of the California Community Colleges

NOTE: The number in parentheses in Figure 3 represents the number of persons to be assigned to the unit.

Teacher Training

The inception of the Education Professions Development Act (EPDA) brought about an increase in formalized inservice teacher training. Ongoing teacher-training activities continued to expand during the year. This expansion, which was evident regardless of subject area, scope of program, or time of training, was an indication of the need to train additional vocational teachers as well as to redirect those already trained.

EPDA funds amounting to $675,000 were distributed for the implementation of 24 teacher-training proposals. Included were assistance to initiate a master's degree program in vocational education; numerous proposals for vocational teachers to increase their understanding of the disadvantaged as well as their capacity to work with these persons; and other training programs to increase the administrative effectiveness of vocational administrators.

Research and Demonstration Projects

The receipt of $1,389,473 of Public Law 90-576, Part C, funds had an appreciable effect on the research activities of the Vocational Education state staff. (See Section 4 for further information on Part C activities.)

Curriculum Development

The continual development of new vocational curricula and the updating of existing vocational curricula were ongoing activities on all educational levels in the state. Additionally, new methodology and exploration of different program groupings or presentation approaches to provide more flexibility and ensure the availability of vocational education to all segments of our population continued to be tested. The emergence of career education witnessed the beginnings of curriculum development to support this approach.

SECTION 3

Programs for the Disadvantaged

Vocational education expressly designed to assist disadvantaged persons to achieve success in the regular vocational program was found as an element of both Part A (102[b]) and Part B of Public Law 90-576. Part B programs for the disadvantaged applied to all secondary school districts and community college districts that received entitlement funds for Part B purposes. Part A programs, however, were funded on a competitive basis under criteria established to maintain original Congressional intent for the use of Part A funds.

One basic criterion was the correct identification of a disadvantaged person:

> Disadvantaged persons are those individuals who have academic, socioeconomic, cultural, or other handicaps which prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. . . . The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large; but it does not include physically or mentally handicapped persons unless such persons also suffer from handicaps described in this paragraph. [1]

Concurrently with the identification of the disadvantaged, special education programs, services, and activities had to be designed to enable disadvantaged persons to achieve vocational education objectives otherwise beyond their reach because of their condition. These programs, services, and activities were allowed to include special instructional programs; prevocational orientation programs; remedial instruction; guidance, counseling, and testing services; employability skills training; special transportation facilities and services; special educational equipment, services, and devices; and reader and interpreter services.

If certain disadvantaged persons could not benefit from regular vocational programs to any extent, even with program modifications or special supplementary educational services, those persons could be provided with special programs of vocational education if such programs met the requirements of the *California State Plan for Vocational Education.*

Disadvantaged persons could be served in nonprofit private schools through the use of Part A

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[1] *California State Plan for Vocational Education: Part I – Administrative Provisions.* Sacramento: State of California, 1971, p. 63.

funds provided that certain conditions were met, including administrative control supplied by the local public educational agency involved.

Local educational agencies could request up to 100 percent of the excess costs of the proposed projects. In addition, the projects had to be described in the local overall plan for vocational education.

Project proposals that offered programs, services, and activities to disadvantaged persons residing in the geographic target areas that had high rates of youth unemployment and high rates of school dropout were given particular attention in the selection process.

Relatively broad guidelines were drawn. Local educational agencies were free to propose imaginative, effective projects that reflected local and immediate needs and constraints. The number of proposals received compared with proposals actually funded revealed the extent of the need. For every dollar available to support programs and services for the disadvantaged under Part A, four dollars were needed to support proposed projects involving a large number of worthy persons.

Of approximately $9,000,000 of Part A funds requested, 48 proposals totaling $2,550,000 were recommended by State Board staff for funding. Included were proposals from 24 community colleges ($1,003,000); 18 secondary schools ($1,075,535); five offices of county superintendents of schools ($446,465); and the University of California at San Diego ($25,000).

Support services and activities for the disadvantaged ranged from initial contact with unemployed school dropouts through job placement of occupationally skilled, competent persons, all made possible by Part A projects. Persons with the greatest needs (school dropouts, the unemployed, underemployed youth) were recruited, processed into a regular program of vocational education or a modified program, and then placed in meaningful work.

A program in the Berkeley Unified School District was an example of Part A in action at the high school level. The program was unique in that (1) it provided child care for ten mothers enrolled in high school and in vocational programs; and (2) the children of the high school mothers were cared for in the child-care laboratory by 20 other disadvantaged high school students who were learning the skills of the occupation of child-care aide.

At Cerritos Junior College in the Los Angeles area, one Part A program offered training to disadvantaged youths to become waitresses and short-order cooks. The program operated off-campus in the economically disadvantaged community and offered short-term courses for almost immediate employment. The placement record was nearly 100 percent, and more than half of the students were motivated to remain in college while earning their way by using their newly found skills.

East Los Angeles College operated an allied health program under Part A. It ranged from nursing to electronic microscopy. Disadvantaged youths were assisted in the regular programs by being provided basic skills in communication and mathematics.

SECTION 4

Special Programs

In addition to providing funds for regular, ongoing programs of vocational education (Part B) and programs exclusively for the disadvantaged (Part A, 102 [b]), Public Law 90-576 offered categorical funding for special programs. (Figure 4 and Figure 5 present a summary of special grants under the provisions of parts A, D, F, G, and H.)

Research and Training (Part C)

One of the important developments in the establishment of a strong vocational research posture in the state was the formation of a Staff Council for Research. This council was formed to strengthen communication between the Research Coordinating Unit and the other segments of the State Board staff.

The Research Coordinating Unit continued consultation with all segments of education, assisted in the design and initiation of research studies, acquired and reviewed research studies, and disseminated summaries and bibliographies of research relevant to California. Additionally, the receipt of $1,389,473 of Public Law 90-576, Part C, funds had an appreciable effect on the research activities of the staff.

The heavy demand for funding was evident from the receipt of 183 prospectuses containing requests for $9,213,632. After detailed review 49 prospectuses were approved. Of those whose prospectus was approved, 37 submitted applications. After additional review 25 were approved for a total authorization of $1,091,297. The remaining monies available for proposals were carried into fiscal year 1971-72.

In addition, $25,000 of Public Law 90-576, Part B, monies were used to fund "mini-proposals"; a maximum of $2,500 per proposal was allowed. The primary objective of the mini-proposal was to assist graduate students in completing dissertations making valuable contributions toward solving problems in the vocational program. During the year, 17 such proposals were funded.

Exemplary Programs and Projects (Part D)

Exemplary programs and projects funded under Part D of the Vocational Education Amendments of 1968 were designed to stimulate the development of new ways to create a bridge between school and work. To be helped were young people attending school, those who had left school by graduation or by dropping out, and those enrolled

in postsecondary programs of vocational preparation. Other purposes of Part D were (1) to promote cooperation between public education and manpower agencies; and (2) to incorporate successful approaches into regular vocational education programs. Some 8,300 persons, mostly secondary students, were beneficiaries of Part D activities for the year.

Secondary-level Part D programs, one in the San Juan Unified School District (near Sacramento) and the other in the Owens Valley Unified School District (near the Death Valley National Monument), served as examples of Part D activities. In the San Juan Unified School District, a mobile trailer was outfitted with specialized office machines, and curriculum packages were written for each machine. During the year the mobile unit was located at two of the nine high schools in the district. Teachers at the two schools integrated the special machine units of instruction with their

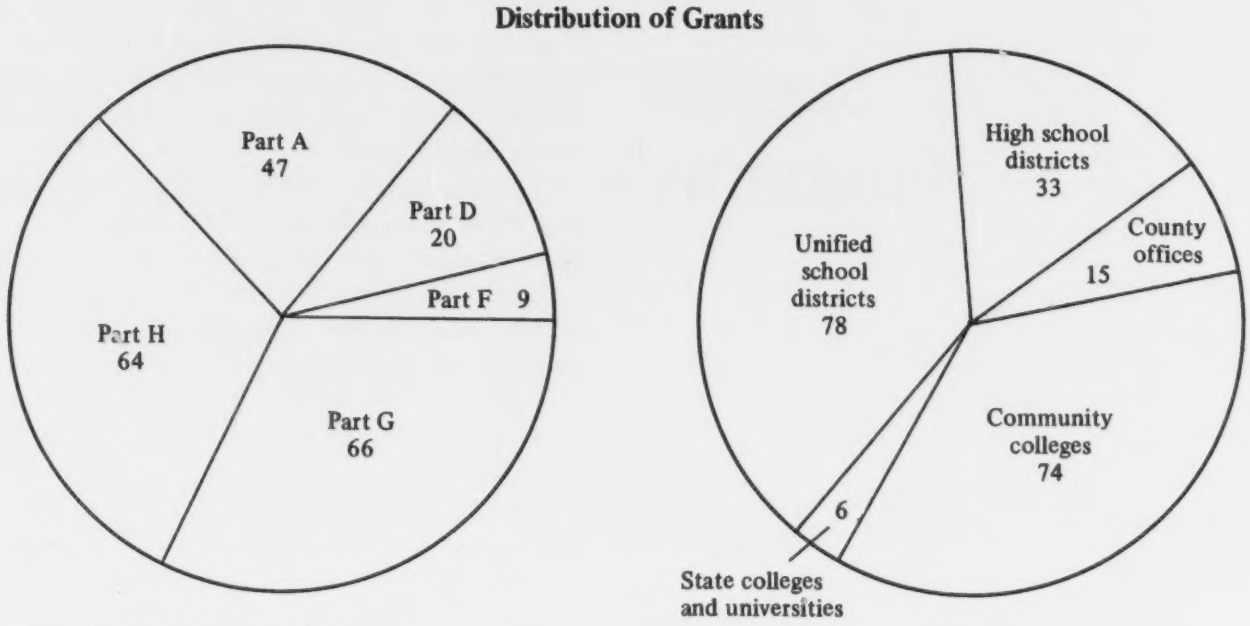
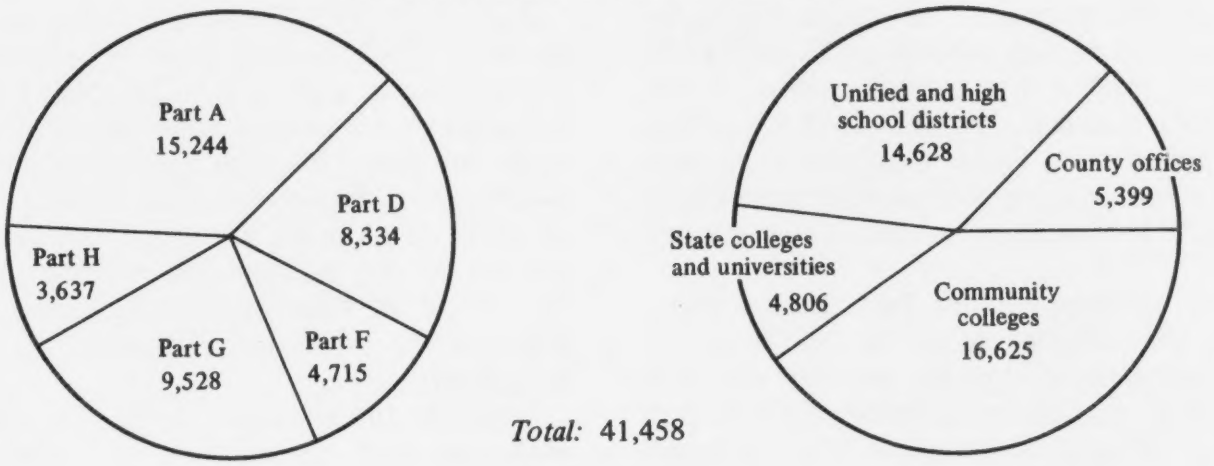


Figure 4. Distribution of grants and grant funds under provisions of Public Law 90-576

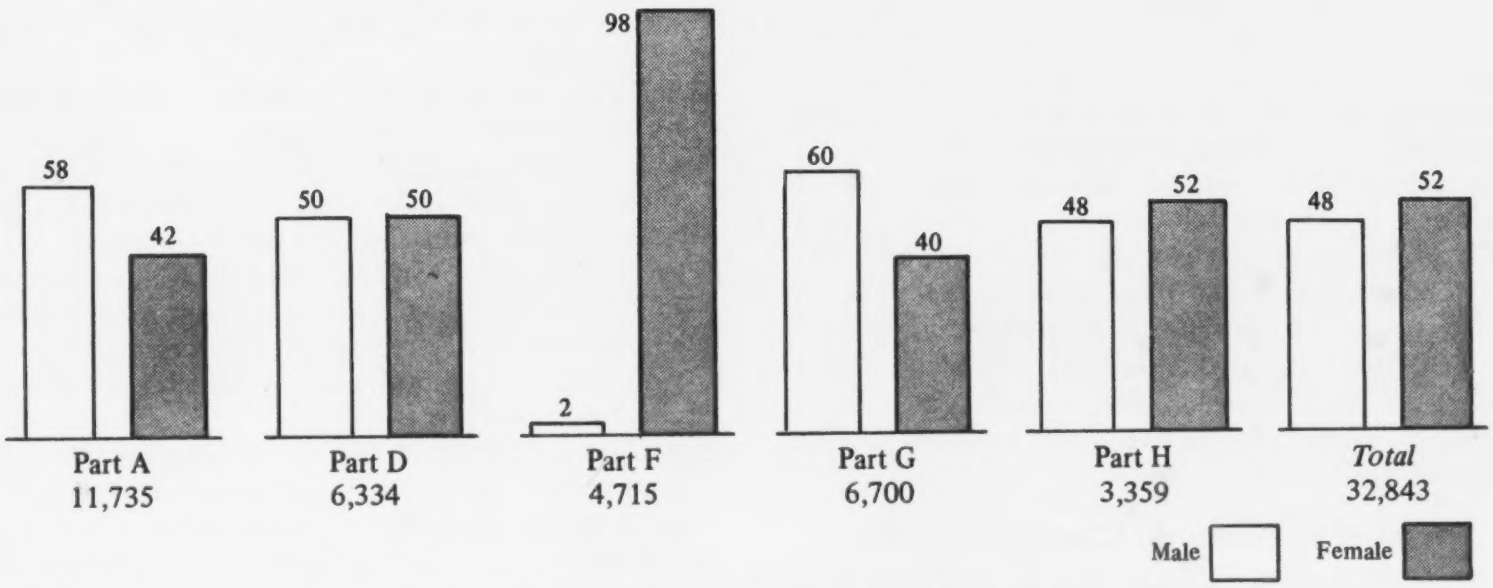
SOURCE: *Vocational Education Special Grants Evaluation, 1970-71.* San Mateo, Calif.: URS Research Company, 1971, p. 8.

Estimated Number of Direct Beneficiaries



Total: 41,458

Student Characteristics – Sex
(In percent)



Student Characteristics – Ethnic Backgrounds
(Parts A, D, G, and H)
(In percent)

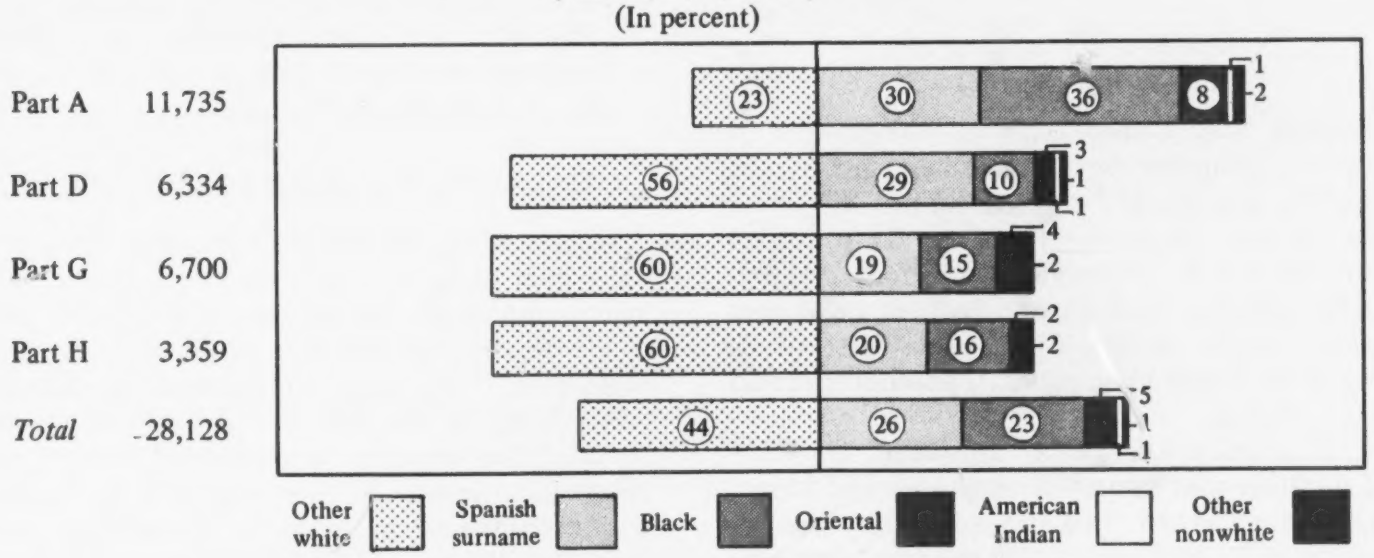


Figure 5. Beneficiaries of grants under provisions of Public Law 90-576

SOURCE: *Vocational Education Special Grants Evaluation, 1970-71.* San Mateo, Calif.: URS Research Company, 1971, p. 12.
NOTE: Data on ethnic backgrounds of Part F students unavailable.

office occupations program. The trailer was to be located at two other high schools in 1971-72. The Owens Valley project was a continuation of the previous year's training. The shop facilities of the Los Angeles Water and Power Company were used to train 60 students in related areas of machining, mechanics, hydraulics, and power-supply equipment.

Exemplary programs under Part D were operated by six community colleges in California. Of the six, a program of special interest was the program at Yuba College in Marysville. This project provided (1) vocational programs to encourage disadvantaged students on probation or parole to obtain the training necessary for employment above the poverty level; and (2) a program enabling persons to work in correctional rehabilitation.

Probationers and parolees served as tutors to the students majoring in correctional rehabilitation by providing their points of view and ideas regarding casework. Correctional rehabilitation students, on the other hand, tutored the probationers and parolees in solving educational problems, home difficulties, and social and emotional conflicts. The interchange that took place proved beneficial to both groups. The probation department, the juvenile hall, the California Youth Authority, the local Youth Service Bureau, the YMCA, and other agencies played an active part in making the program successful.

Residential Vocational Education (Part E)

The Congressional decision not to fund Part E of Public Law 90-576 eliminated planning for the start of "residential vocational education schools."

Consumer and Homemaking Education (Part F)

Consumer and homemaking education was an instructional program designed to help individuals and families improve the environment of the home and the quality of personal and family life. The program included comprehensive homemaking, child development, clothing and textiles, consumer education, family health, family relations, foods and nutrition, home management, and housing and home furnishings.

Part F applications were approved for 279 school districts that provided consumer and homemaking education to 140,395 secondary school students and 37,459 adults. Of the total number, 26,745 were identified as disadvantaged and 2,456 as handicapped. The number of participating school districts rose by 7 percent.

Part F of the Vocational Education Amendments of 1968 required that one-third of the funds allocated to a state had to be spent for programs and services for persons in economically depressed areas or areas of high unemployment. School districts were required to spend at least 40 percent of their entitlement for such purposes. Some 78 percent of the participating districts used at least 40 percent of their entitlement for consumer and homemaking education designed specifically for such areas.

Specially funded projects, also for economically depressed areas, included (in part) the following:

Ventura County: Project HELP, which provided assistance to 24 teachers in the study of an economically depressed area and in the development of materials for teaching how to use commodity foods

San Diego: A curriculum workshop for the development of bilingual materials

Arcata: A program for 21 young mothers enabling them to learn child care and consumer and homemaking skills and to finish high school

Fresno: In cooperation with the Fresno Model City Program (Part A of the Act), ten paraprofessionals prepared to present consumer information and to use community resources in solving consumer problems

Bakersfield: Preparation of a handbook for community aides providing direction for their work in economically depressed areas

San Francisco: Community education centers using bilingual consumer education materials for Chinese and Portuguese families

San Jose: A consumer and homemaking education program for approximately 30 Mexican-American mothers – former migrant workers – who recently moved to permanent residences

Cooperative Vocational Education (Part G)

Cooperative vocational education programs in California combined related vocational classroom instruction with on-the-job employment experiences directly related to a student's occupational objective. The term *cooperative* described the relationship of the school and business and industry working together to prepare a student for his selected vocation. In the classroom the teacher or teacher-coordinator provided vocational instruction directly related to employment experiences. Regular part-time employment enabled the student to develop and refine those occupational competencies needed to acquire a job, adjust to the

employment environment, and advance in the occupation of his choice. Instruction on the job was supervised by the training sponsor – an employer or employee – who worked closely with the coordinator or teacher-coordinator in planning and sequencing learning experiences appropriate for the student and compatible with his goals and those of the employer.

Section 175 of the Vocational Education Amendments of 1968 (Public Law 90-576) defines the term *cooperative work-study* program as follows:

> [It is] a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by the alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full days, weeks, or other periods of time in fulfilling the cooperative work-study program.

The principal purpose of Part G programs was to increase opportunities for vocational education students to participate in cooperative vocational education programs throughout the state, especially in those areas that had high rates of school dropouts and youth unemployment. Some typical Part G programs at the secondary school level are described as follows:

In the Alhambra City High School District, a cooperative vocational education program was conducted for a small group of potential dropouts aged fifteen through nineteen. The purpose of the program was to demonstrate that an intense instruction and guidance program oriented to work experience could successfully intervene to prevent a student from becoming a serious disciplinary problem or dropout from school, or both.

The San Lorenzo Unified School District operated a cooperative vocational education program in grocery store checking and retail merchandising; emphasis was placed on managerial responsibilities. Classroom instruction was simulated by the use of "model-store" facilities. Of 60 students enrolled, 95 percent were placed on related jobs.

In the Sequoia Union High School District, 14 boys and 22 girls participated in the cooperative home economics program. Increased work experience opportunities were made available to students through the provision of additional hours of coordination and placement activities. The program was worthwhile because it enabled students (1) to make use of community facilities to expand and improve their vocational skills and strengthen the district's vocational education program; (2) to make practical application of the skills gained in school through on-the-job training; and (3) to gain new insights into the nature of human relations at the adult level. Daily, four periods were allotted for classroom instruction. The time allotted for on-the-job training varied according to the needs of the students enrolled and the requirements of the job.

Part G cooperative programs involving 7,625 students were conducted in 26 community colleges. Some community colleges had no programs in this category. As an initial step in developing such programs, some colleges employed coordinators to plan and develop programs, establish rapport with local business and industrial establishments, locate work stations, and establish advisory committees. Other colleges (1) expanded their cooperative programs by providing more work stations in the categories served or by adding new categories; (2) increased the number of students served by actively recruiting students, especially the disadvantaged or minority-group persons; or (3) revised and improved present work experience education programs to conform to the definition and requirements of cooperative vocational education.

Some of the difficulties encountered by community colleges in relation to Part G were as follows:

1. Notification of funding came late in the school year. For this reason the planning and development of new programs, the placement of students on job stations, and the recruitment of students were all hindered.

2. Some colleges found that more students expressed interest in participating than had been anticipated. The large number of students caused difficulty in finding enough work stations, especially in certain vocational education categories.

3. Some colleges found that fewer students expressed interest in participating than had been anticipated. However, this situation seemed to be related to the problem of late notification of funding as previously mentioned.

Work-Study Programs (Part H)

Funds appropriated under Part H, "Work-Study Programs for Vocational Education Students," were used solely to provide for part-time employ-

ment of full-time vocational education students in need of these earnings to begin or continue their vocational training. By law, employment had to be with a public institution. Most of the estimated 3,400 students working under Part H programs were hired by school and community college districts.

To be eligible, students had to be between the ages of fifteen and twenty-one and able to prove financial need in beginning or continuing their vocational studies. Limits on working hours and compensation were 15 hours per week and $45 per month or $350 per academic year. An additional allowance could be made for a student whose school was not within reasonable commuting distance from his home. The entire federal grant was devoted to student compensation. The federal share of local programs was not to exceed 80 percent; the local share was to be in actual dollars. As with Part A and Part G, priority for funding was given to areas with large concentrations of unemployed youths and school dropouts.

Benefits to students were financial assistance, realistic work experience, an opportunity to continue in school, and, on the high school level, growth in self-confidence, personal esteem, a sense of responsibility, and good work habits.

Also benefiting were recipient school districts, which were able to expand their services because of student assistance. Decreased dropout rates, better student performance, and an improved school relationship with parents and the community were also reported by the schools. Parents benefited indirectly from the financial assistance and other benefits their children received.

Brief descriptions of typical Part H programs at the secondary and postsecondary level are as follows:

Secondary Level

A unified school district in the San Francisco Bay Area: Employed 26 girls and nine boys, chiefly as office or library aides, custodial workers, or teacher aides

A unified school district in northern California: Employed 24 students, 19 doing cafeteria work related to their studies in the food services curriculum and five business education students working in the instructional materials center

A unified school district in central California: Employed 12 students, all socioeconomically disadvantaged and vocationally oriented students working for the school district

A high school district in southern California: Employed 56 students, mostly girls working for the school district in office occupations

Postsecondary Level

A community college in the San Francisco Bay area: Employed 70 students, chiefly male and mostly from minority groups, mostly black

A community college district in southern California: Employed 22 students at two colleges, 11 males and 11 females, mostly members of minority groups (The program was to be extended to substantially larger numbers of students in the summer, both on campus and off campus.)

SECTION 5

Vocational Youth Organizations

Vocational youth organizations were found in each of the major instructional areas. These included agricultural education – Future Farmers of America (FFA) and the California Young Farmers Association; business education – Distributive Education Clubs of America (DECA); Future Business Leaders of America (FBLA); and the Office Education Association (OEA); home economics – Future Homemakers of America (FHA); and industrial education – Vocational Industrial Clubs of America (VICA).

Vocational youth organizations are national in operation. Like most other states and territories, California had organizations and chapters at the state, regional, and local (school) levels. All of these organizations had common purposes, among which were (1) to extend the understanding and skills related to their vocational objective beyond classroom instruction; (2) to establish ties with other persons pursuing vocational goals; (3) to promote the development of desired personal goals (social skills, self-esteem, leadership skills); (4) to appreciate the concept of work as a vital, worthy endeavor; (5) to understand and participate in the democratic process; and (6) to perform social services for the community.

Community support of vocational youth organizations was everywhere apparent, and local organizations that were particularly active found a ready reservoir of community support in the form of special public recognition of groups and individuals, provision of scholarships, development of new work stations, use of company facilities and equipment, grants to meet expenses, and so on.

Vocational Agriculture Youth Group

An integral part of instruction in vocational agriculture in California was the youth organization known as Future Farmers of America (FFA). Nationally, the FFA had a membership of 420,000; in California the membership was 16,650, an increase of 10.3 percent over the previous year.

A major goal of FFA was student leadership, and students were in every way responsible for major leadership roles; six state officers acted as a team and were the leaders of the organization. In 1970-71 this group of officers traveled more than 120,000 miles to carry out their tasks. To inform the public of the work of the FFA and to foster good public relations, the officers toured the state for a week to visit with supporters. In addition, the

Care and feeding of this Angus paid off for an FFA member.

officers conducted 20 leadership conferences for over 1,000 members and officers of local clubs. They spoke to adult and student groups in three states, conducted a three-day convention for 800 student members, and took part in field days where more than 5,000 members participated.

A highlight of the year was the annual trip to the national convention in Kansas City, Missouri. The California delegation was made up of 135 members. At the convention one California member was elected to the office of national vice-president, two were national winners in agricultural proficiency, and one placed second in a public-speaking contest limited to delegates from the 11 Western states.

The year was a most active one for the youth organization in vocational agriculture, and involvement in all activities reached a new high. Over 400 members applied for state FFA degrees, and 17 members earned a national degree in the organization. Members applied for scholarships in agriculture, which were administered by a state staff committee. For the second year, California led all other states in growth in FFA membership.

Business Education Youth Groups

Youth organizations in California that operated as an integral part of the instructional program in business education were Future Business Leaders of America (FBLA), Distributive Education Clubs of America (DECA), and the Office Education Association (OEA). DECA and FBLA had been organized and operated for a number of years. OEA was a new national organization with only two local chapters in California.

A new member was added to the State Board staff to work primarily with business education youth groups. His activities in support of these groups included promotion, coordination, teacher training, organizing, and administration.

Significant accomplishments for the year included the following:

Publication of a bulletin designed to improve communication with youth group professional personnel

Development of a workable internal and external organizational structure involving the State Board staff and the various youth organizations

Identification of the duties and responsibilities of professional business youth group personnel

Development of state handbooks and officer training packages for FBLA and DECA

Improvement of the working relationship between professional business organizations and business youth groups

Development of an audiovisual presentation on business youth groups

An increase in DECA membership of 35 percent and an increase in FBLA membership of 11 percent

Approximately 450 students and advisers attended the DECA State Leadership Conference in Los Angeles. Awards were presented to those students who demonstrated skill in competitive events. The awards entitled the students to attend the DECA National Leadership Conference in San Antonio, Texas. One of the California student delegates was elected to the office of national vice-president; another California student was

DECA officers are entitled to attend national conferences.

named runner-up as the most outstanding distributive education student in the nation; and a California student was named as a national finalist in the display event.

The Future Business Leaders of America provided leadership training through competitive activities for 1,500 vocational business students at four regional conferences. The FBLA State Leadership Conference provided an additional learning experience by bringing 500 FBLA students from across the state to compete in vocational skill areas. A total of 20 of the participants represented the California state chapter of the FBLA at the FBLA National Leadership Conference in Miami, Florida.

Significant accomplishments at the FBLA conference in Miami included a California student elected as Western Region Vice-President; a California student selected as Miss FBLA; and a California parliamentary procedure team selected as a national finalist.

The accomplishments of the California business youth group organizations in 1970-71 showed the improved quality of educational experiences and activities being provided for California youth.

Homemaking Youth Group

The youth organization involved in homemaking, Future Homemakers of America (FHA), operated in the secondary schools as part of the consumer and homemaking and the home economics related occupation instructional programs. FHA provided the framework and opportunities to extend learning beyond the classroom through youth-planned and youth-directed projects and activities. The FHA "program of work," focused on youth concerns related to the family and society, was an integral part of home economics education.

One of the objectives of the FHA program was to help youths gain self-confidence and develop leadership skills to prepare for future roles as homemakers, wage earners, and responsible citizens.

Workshops involving the 12 state officers and six section presidents were held on two occasions to plan for the statewide FHA leadership conference; to develop a plan of action to provide leadership training for chapter and section officers within the state; and to assist chapters in implementing the program of work. An annual statewide conference, based on the theme "FHA – AID (Awareness-Involvement-Decisions): Key to a Better World," was planned by youth to involve 650 young people and their advisers from 126 chapters. At the advisers' session emphasis was given to techniques for correlating FHA, consumer and homemaking

Adults and young persons work together to make FHA a success.

education, and occupational instruction programs related to home economics. Advisers were provided with a resource unit for correlating FHA projects and activities with the instructional program.

In September, 1970, $900 was awarded to five California FHA scholarship recipients who had enrolled in a college or university to major in home economics. This state scholarship project was financed through chapter and individual contributions and a small grant from a business concern. In addition, ten chapters reported granting scholarships ranging from $25 to $100.

In the 1970 national meeting held in New York City, 19 student delegates and five advisers participated. The theme of the meeting, "A Dare of the Decade," and its objective, "to promote communication for enrichment of human relations," provided the inspiration for California's 1970-71 program emphasis at all levels. A California delegate was elected national vice-president for the Pacific region. The delegate's project on pollution won the honor of being selected for the White House Conference on Children, held in Washington, D.C., in December, 1970.

Industrial Education Youth Group

The California Association of Vocational Industrial Clubs of America (CAVICA) continued to grow; the number of chapters expanded by 60 percent over the previous year. This growth was made possible by the efforts of state staff in industrial education. The staff trained state officers in six special sessions; held regional workshops in leadership training; and provided two workshops for instructors-advisers, one statewide leadership conference, and one ten-day statewide leadership tour. More than 1,600 students and 200 instructors representing over 100 separate school districts participated.

At its April, 1971, quarterly meeting, the California Apprenticeship Council fully endorsed the program and activities of the Vocational Industrial Clubs of America. A joint resolution of the California Legislature commended VICA and set May 23-30, 1971, as "VICA Week" in California. Fresno was the site of the Annual VICA Leadership Development Conference during VICA Week.

The California VICA sent a delegation of 51 students to attend the Seventh National VICA Conference, June 27-30, 1971, in Indianapolis, Indiana. California VICA gave visible evidence of its leadership and competitive ability by winning the offices of national president, national secretary, and national vice-president (of Region V), all of the postsecondary division. California delegates won three first places, two second places, and one third place in national competitive activities.

This VICA member won first-place prizes for hairstyling in local, state, and national contests.

SECTION 6

Program Concerns

California's program of vocational education lacked the primary ingredient that could create a systematic approach to meeting the overall social and economic manpower development needs of the state – viable priorities. As reported in prior annual descriptive reports, there continued to be a dearth of reliable statistics delineating manpower requirements. Absent was usable information on the numbers of persons needed, on both a short-term and long-term basis, in the various occupations, and the specific future performance requirements of those occupations. As long as this projection of need was unidentified and unfilled, the capabilities of vocational education would remain unexploited. Furthermore, the statewide program of vocational education could never be held completely accountable until these needs were properly identified.

The existing fragmentation in manpower development efforts, with less than minimal coordination, resulted in a hodgepodge of programs characterized by wide variations in purpose and quality. As one component of such total efforts, vocational education especially suffered because it was by far the largest component. Without reliable direction as to priorities of efforts, the safest alternative was reliance on localized priorities and time-tested approaches.

If progress were to be maintained in meeting the needs of the economy and society, vocational education in California would have to receive services as follows:

1. Having served more than 25 percent of all secondary, community college, and adult education enrollments and having planned to serve twice that number, vocational education requires practitioners, both instructional and administrative, in ever-increasing numbers and with ever-increasing capability. The absence of supportive professional development services in institutions of higher education continued to be not only an embarrassment but a form of dereliction.
2. Program planning was made impossible by the lack of preparation time provided by the federal government. In the interest of economy and efficiency, Congress must find a means for multiple-year funding or for at least one-year advance notice of funding levels and funding priorities.
3. Communication of exemplary practices and identification of model programs should serve to

extend both the quality and quantity of vocational education programs and services. This need must be better served in the future than it has been in the past.

4. State-level supervisory and consultative services, historically provided through the means of segmented subject-matter areas in vocational education, must increasingly be made available to school districts on a programwide basis.

5. Accountability in all public education has become paramount; vocational education cannot escape this requirement. Performance objectives, starting at the state level and continuing into each vocational instructional program, must be considered not only a need but an obligation. California's vocational education program was well on the way to universalizing this technique during the report period, but the task, complicated by operations in nearly 1,000 separate school districts, cannot be performed without great diligence both within and outside of the profession.

6. Increased attention must be given to the articulation of the vocational education programs and services between the several educational levels – elementary schools, junior high schools, high schools, adult schools, and community colleges. The recent emergence of separate state-level and local-level jurisdictional policy boards has complicated the task of articulation, which under the best of circumstances seldom occurs involuntarily.

7. Career education in the public schools has been neglected far too long; it must be developed with maximum speed and substantial effort. The vocational preparation component has been well established at the high school and post-high school levels. On the other hand, the undergirding components of career orientation in the early elementary grades and career exploration in the upper elementary and junior high school grades must be extended and strengthened.

8. Finally, efforts must be continued throughout the state to extend further the breakthrough, innovative, and experimental approaches currently operative in vocational education, such as the following:

- Management by objectives
- Area planning
- Program budgeting
- Individualized instruction
- Open-entry and open-exit flexibility
- Performance objectives
- Cost-benefit analysis
- Regional cooperation
- Research and evaluation
- Professional development
- Cooperative vocational education
- Outreach recruitment

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